

The Green CofE Primary School

Inspection report

Unique Reference Number	102134
Local Authority	Haringey
Inspection number	355132
Inspection dates	26–27 January 2011
Reporting inspector	David Wynford Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Jean Ross
Headteacher	John Jay
Date of previous school inspection	27 January 2011
School address	Somerset Road Haringey N17 9EJ
Telephone number	02088082588
Fax number	020 8885 1995
Email address	admin@thegreence.haringey.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited an assembly and 15 lessons, observing nine teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 47 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' attainment and progress in mathematics throughout the school.
- How assessment information is used to inform teaching and to challenge pupils, especially the most able. The effectiveness of senior staff in driving school improvement.

Information about the school

The Green is similar in size to the average primary school. Almost all pupils are of minority ethnic origin. The largest groups are of Black African or Caribbean heritage. A high proportion of pupils speak English as an additional language but few are at the early stages of learning to communicate in English. The proportion of pupils identified as having special educational needs and/or disabilities is similar to the national average. The proportion of pupils known to be eligible for free school meals is considerably higher than the national average for primary schools. The proportion of pupils joining or leaving the school at other than the usual starting and leaving times is higher than that found in most primary schools.

The school holds Healthy School status and the Sports Activemark award.

The Early Years Foundation Stage consists of a full-time Nursery and one Reception class. A school-run breakfast club is open to all pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides pupils with a satisfactory education. Under the determined leadership of the headteacher and deputy headteacher, it is successfully emerging from a difficult period in its history. As a result of satisfactory self-evaluation, systems and structures are being reviewed and changes made. The school development plan clearly identifies the appropriate priorities for improvement. These are linked to raising attainment and accelerating the rate of pupils' progress. Pupils are developing a more positive approach to their learning. One pupil said, 'The lessons are more interesting and we are learning more'; others agreed.

Children in the Early Years Foundation Stage make satisfactory progress. Progress in Years 1 to 6 is more variable, because of inconsistencies in the quality of teaching, but satisfactory overall. The outcomes in English are more consistent and slightly higher than those in mathematics. Nonetheless, attainment by the end of Year 6 is broadly average and rising. Given the improvements in pupils' attainment and progress, and the actions noted above, the school demonstrates a satisfactory capacity to improve.

The quality of teaching is satisfactory and there are some examples of good practice. In the better lessons, pupils of all abilities are challenged and the lessons proceed at a quick pace. The work is well matched to their needs and abilities. As a result, in these lessons the pupils make good progress. However, the converse applies in lessons that are not as effective. This is because the assessment information is not used well enough to plan work that challenges and raises teachers' and pupils' expectations.

Teachers' questioning is not always used effectively enough to consolidate and extend pupils' learning, and to challenge the more able.

The curriculum has recently been reviewed and a theme approach adopted which has contributed to pupils enjoyment of their education, although is not yet leading to consistently good progress in basic skills. The school's focus on promoting healthy living has resulted in pupils gaining a good understanding of healthy living and adopting a healthy lifestyle. This has contributed to the school gaining Healthy School status and the Sports Activemark award. The school ensures that the pupils are cared for and kept safe.

Middle leaders and governors make a satisfactory contribution to the school's self-evaluation and to the development of the school. They are keenly developing their roles. They have correctly identified areas for development but do not use assessment information sufficiently rigorously to evaluate and challenge the impact of teaching on learning.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their rate of progress in mathematics by:
 - providing more opportunities to undertake mathematical investigations and to apply their knowledge in problem solving activities
 - consolidating and extending their understanding of subject specific vocabulary
 - promoting mathematical skills through other subjects
 - placing more emphasis on calculating and children's understanding of space, shape and measures in the Early Years Foundation Stage.
- Improve the quality and consistency of teaching and learning to at least good by:
 - raising staff expectations of what pupils can achieve
 - making more effective use of assessment information to set work that challenges all groups of pupils, particularly the more able
 - ensuring questioning strategies are used more effectively during whole class teaching to consolidate and extend pupils' learning.

- Develop the skills of leaders, especially middle managers, in gathering, using and analysing assessment data and in evaluating the impact of teaching on learning.

Outcomes for individuals and groups of pupils

The large majority of pupils enter the Nursery with skills and knowledge below the expected levels for their age. They make satisfactory progress but on entry to Year 1, pupils' attainment remains below average. In lessons that capture their interest, pupils are motivated and respond well to challenge. They are attentive and behave well. They speak positively about their teachers and support staff. They enjoy the opportunities to work together. However, this is not the case in all lessons. Where teaching is less effective, pupils' concentration is not sustained and their behaviour slips. Older pupils write for a range of purposes and audiences. For example, Year 6 pupils wrote poems about the Battle of Morella. They used descriptive vocabulary effectively to create mood and express feelings. This contributed to their spiritual development and their ability to reflect. In mathematics, pupils are developing their numerical skills satisfactorily but most do not have a sufficiently broad understanding of mathematical vocabulary. They are not sufficiently confident in investigating numbers and applying their learning in problem solving situations.

Girls tend to reach higher standards than the boys and the attainment of pupils from Black Caribbean background is usually higher than that of those of Black African heritage. The attainment of recent arrivals to the school, including those at an early stage of speaking English, is very wide. However, all groups are making satisfactory progress from their various starting points. Pupils with learning difficulties and/or disabilities are supported appropriately and make satisfactory progress.

Pupils are increasingly enjoying school. The attendance of the large majority is average. There are a few pupils, despite the school's best endeavours, who do not attend school as often as they should. Pupils generally feel safe and are aware of safety issues. Their knowledge of e-safety is less secure. Pupils are keen to take responsibility, undertake tasks around the school and become members of the school council. They raise funds for national and international charities and take part in local events, for example, playing the steel pans at various functions. Almost all pupils behave well. However, the occasional unacceptable behaviour of a few pupils hinders the promotion of the school's improving reputation in the local community. Nevertheless most pupils are reflective and have an appropriate understanding of right and wrong. Their knowledge of other faiths, cultures, religions and beliefs is sometimes underdeveloped. Pupils' broadly average attainment and attendance provides them with a sound basis for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	3
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	3
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching has a number of good features, for example, the use of praise, sharing ideas with a 'talk partner' and the use of electronic whiteboards to support learning. Teachers mostly make it clear what pupils will be learning. Some teachers are more skilled than others at making sure that pupils reflect on the success of their learning at the end of the lessons. Sometimes, the more-able pupils are not sufficiently challenged. In most lessons there is a good balance between the teacher's and the pupils' contributions. Regular use is made of opportunities for pupils to assess their own learning. Targets are set in literacy and numeracy but often pupils do not know how to achieve them, especially in mathematics. This is because marking does not consistently provide pupils with sufficient guidance.

A recently introduced well-constructed theme or topic approach is used to promote pupils' learning. Links are made between subjects, for example, in a Year 3 class pupils consolidated their learning about rain forests. They wrote simple sentences before

combining them using of a range of interesting words to link sentences. Overall, provision for literacy and numeracy is satisfactory. However, opportunities to consolidate, refine and extend pupils' basic skills in literacy, and particularly in numeracy, in other lessons have not been fully exploited. Music is a strength. Pupils take part in musical events locally and in other parts of the country. Sound links and partnerships with the local authority, the church and other organisations enhance learning and support pupils' learning satisfactorily. Pupils are keen to take part in a range of extra-curricular activities which contribute well to their personal development.

The relationships between staff and the large majority of pupils are good. Most pupils know they can turn to staff if they have any concerns. The support meets the needs of most pupils satisfactorily and is embedded in the work of the school. A number of pupils receive additional support from learning mentors. This ensures that they make satisfactory progress from their starting point and needs. The school offers a breakfast club. This fosters positive relationships between parents and carers and the school. It provides pupils with the opportunities to relax in an informal setting and to develop their social skills.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher and senior leaders, based on their accurate evaluation of the school's performance and needs, provide satisfactory drive for the school's development. Although staff absence has slowed the rate of progress in reviewing the responsibilities of middle leaders and in restructuring the management team, there is a shared understanding of the next steps to take the school forward. Strategies to promote good practice in the use of assessment and in evaluating the quality of teaching, although still at an early stage, are contributing to accelerating pupils' progress, raising attainment and improving teaching and learning.

The governing body offers satisfactory support. It ensures that the school's safeguarding and child protection procedures are met and that procedures to keep pupils safe are established in school routines. However, the governing body does not provide sufficient challenge to the leadership team. This is because governors do not rigorously monitor and evaluate the school's performance against external measures, such as national assessment and test data.

Equality of opportunities is monitored adequately and any suggestion of discrimination investigated. Governors and senior leaders are working to ensure that there is no difference in performance between groups of pupils. The school makes a satisfactory contribution to promoting community cohesion. Although the school is involved in local events and has established links with other local schools and with one in Tobago, pupils' awareness of other cultures in the United Kingdom and beyond is underdeveloped. Links with schools in contrasting areas in this country are in the process of being investigated.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage team work hard to create an attractive indoor and outdoor learning environment. The classrooms are organised and displays celebrate the

children's work. Resources are of a good quality and appropriate for the age of the children. Better use is made of the outdoor area by the Reception class as a natural extension of the classroom. Planning in the Nursery and the Reception classes ensures that all areas of children's learning are covered. There is a reasonable balance between activities led by the adults and those that children choose for themselves. Children follow instructions and develop their social skills well. As a result, they settle easily and enjoy learning. They quickly understand the importance of personal hygiene and healthy living. Staff place considerable emphasis on developing the children's ability to communicate and to work together. However, the lack of robust assessments, when children first start in the Nursery, and inconsistent use of assessment information in both classes, results in children making satisfactory rather than good progress.

Leaders have a reasonable understanding of the strengths and areas for development; these are identified in the development plan. Induction procedures are satisfactory and relationships with parents and carers are quickly established. However, monitoring of provision and outcomes is not sufficiently rigorous. For example, ongoing weaknesses, particularly in calculating and children's understanding of space, shape and measures, are not being addressed with sufficient urgency.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The return rate of questionnaires from parents and carers is low when compared to other primary schools. Nearly all respondents stated that their children felt safe and enjoyed school. Inspectors found that the large majority of pupils enjoy school and pupils have a sound understanding of personal safety. A few parents and carers commented that the school takes insufficient account of their concerns and does not deal effectively with unacceptable behaviour. Inspectors found that the school is keen to work with parents and to listen to their concerns. Systems to encourage good behaviour are implemented by staff. The school deals appropriately with pupils' who do not behave as well as they should.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Green C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	68	11	23	3	6	0	0
The school keeps my child safe	30	64	14	30	2	4	0	0
My school informs me about my child's progress	27	57	18	38	1	2	0	0
My child is making enough progress at this school	22	47	23	49	2	4	0	0
The teaching is good at this school	22	47	23	49	1	2	0	0
The school helps me to support my child's learning	19	40	24	51	1	2	1	2
The school helps my child to have a healthy lifestyle	24	51	19	40	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	34	23	49	1	2	0	0
The school meets my child's particular needs	15	32	24	51	2	4	1	2
The school deals effectively with unacceptable behaviour	23	49	21	45	3	6	0	0
The school takes account of my suggestions and concerns	15	32	23	49	4	9	0	0
The school is led and managed effectively	22	47	23	49	1	2	0	0
Overall, I am happy with my child's experience at this	24	51	21	45	1	2	1	2

school								
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The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11

Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement: the progress and success of a pupil in their learning, development or training.

Attainment: the standard of the pupils' work shown by test and examination results and in lessons.

Capacity to improve: the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.

Leadership and management: the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.

Learning: how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.

Overall inspectors form a judgement on a school's overall effectiveness based on the

effectiveness: findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.

- The school's capacity for sustained improvement.
- Outcomes for individuals and groups of pupils.
- The quality of teaching.
- The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.
- The effectiveness of care, guidance and support.

Progress: the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 January 2011

Dear Pupils

Inspection of The Green C of E Primary School, Tottenham N17 9EJ

Thank you for making us so welcome when we visited your school. We enjoyed our visit and talking to you. Your school provides you with a satisfactory education. Staff are working to improve your standards in reading, writing and mathematics. This is starting to happen but there is still more to be done. Most of you enjoy school and want to learn but a few of you do not attend as often as you should.

We were pleased to find that you have a good understanding of healthy living. Well done on getting the Healthy School Status! It was nice to hear that some of you learn to play the steel pans and represent the school at different events. We would have liked

the chance to hear you play. The inspectors saw you working hard in lessons that were interesting and challenging. This did not happen in all lessons and sometimes your behaviour, although satisfactory, was not as good as it could be. Some of you told us that you found the work easy and others said they did not know how to improve their work. Many of you want to do your best for the school, for example by being members of the school council.

We have asked the school to do these things to help it improve further.

- Ensure that you make better progress and reach higher standards in mathematics.
- Make better use of what teachers know about you to make the lessons more interesting and to set work that challenges you. Improve the way that leaders check that teachers are helping you to make better progress and reach higher standards.

Please remember, to make your school better you must play your part. Do all that you can to improve attendance, to help your friends to always behave well and to always try their best.

Yours sincerely

David Wynford-Jones

Lead inspector

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