

Tiverton Primary School

Inspection report

Unique Reference Number	102120
Local Authority	Haringey
Inspection number	355130
Inspection dates	21–22 June 2011
Reporting inspector	John Laver

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair	Margaret Palmer
Headteacher	Resham Mirza
Date of previous school inspection	21 November 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons and observed 16 teachers. They held meetings with staff, groups of pupils and members of the governing body. They talked to parents and carers. Inspectors observed the school's work and looked at records of the monitoring of teaching and learning, the school improvement plan, the governing body's minutes, data on pupils' progress and reports from the School Improvement Partner. They analysed questionnaires received from 122 parents and carers, 96 pupils and 42 staff.

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

- How effectively the school is improving attainment and progress in writing.
- How effectively the school is ensuring that more-able pupils make sufficient progress.
- The extent to which teaching and the school's curriculum are helping to promote pupils' achievement and enjoyment.
- How effectively the school's leadership, particularly at subject leadership level, is monitoring and promoting pupils' progress.
- How well children are provided for, and making appropriate progress, in the Early Years Foundation Stage.

Information about the school

Tiverton Primary School is a larger than the average sized primary school. Most pupils come from a wide range of minority ethnic backgrounds and the proportion of pupils who speak English as an additional language is well above average. The proportion of pupils identified as having special educational needs and/or disabilities, which includes a range of learning, behavioural and emotional needs, is above average. The proportion of pupils known to be eligible for free school meals is above average. In some year groups a high proportion of pupils join or leave the school other than at the usual times. Children join the Early Years Foundation Stage in the Nursery and also attend

two Reception classes. The school has Healthy School status and holds several awards, including an Eco Schools award and an International Schools award. It provides extended care in the form of a breakfast club and an after-school club. The school is part of a learning network comprising several local primary schools and a secondary school.

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?

2

The school's capacity for sustained improvement

2

Main findings

Tiverton Primary is a good school which ensures that pupils from often very diverse backgrounds make good progress within a very secure, nurturing environment. This environment also enables pupils to develop an impressive range of personal qualities, as recognised by parents and carers, who are very appreciative of the school's successes. A typical parental comment was, 'Tiverton is a great school, with a real feeling of community and caring. Every single member of staff is part of that.' Pupils are well behaved, polite and eager to learn and are excellent ambassadors for the school.

The Early Years Foundation Stage provides a good start to children's experience of school. Pupils make good progress throughout the school, reaching average levels of attainment by the time they leave at the age of eleven, although attainment in writing is lower than in other core skills. Pupils who remain in the school from the ages of three to eleven progress at a faster rate than the substantial number who join the school other than at the usual transition points. The previous gap in attainment between boys and girls has narrowed, partly as a result of a restructuring of the curriculum to engage boys' interests and aptitudes more effectively. Pupils from a wide range of ethnic

backgrounds, those pupils with English as an additional language, and those with special educational needs and/or disabilities also make good progress. A small number of more-able pupils do not always achieve as well as they should because they are sometimes not given sufficiently challenging work in lessons. The teaching has several strengths, including good management of classes, the effective use of assessment to help pupils learn effectively, and high expectations in the best lessons. However, occasionally lessons are teacher directed for too long a period, which allows for too few opportunities to further extend pupils' independent learning skills, particularly through writing activities.

Pupils make strong gains in personal development, reflecting the outstanding quality of care, guidance and support. Pupils have an outstanding awareness of what constitutes a healthy lifestyle and they feel very safe in school. Although attendance is average, it has improved because the school makes rigorous efforts to reduce the incidences of unauthorised absence. The school very successfully engages with parents and carers from a wide range of backgrounds and involves them in their children's education, for example, inviting them into school to show pupils different cultural customs. As a result, the school is a happy, caring community which gives pupils an outstanding perspective on what it is like to be at the same time a Londoner, an integral citizen of the United Kingdom and a member of the global community. Parents, staff and governors all respect the headteacher's determination to monitor, evaluate and improve school performance within this inclusive framework. The leadership's high expectations, accurate self-evaluation, rigorous approach to improvement and record of successfully implementing it since the previous inspection together demonstrate that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Further raise the attainment and improve the progress of a small minority of more-able pupils so that they leave school in 2012 with above average standards, by ensuring that teachers always give them appropriately challenging work.
- Improve attainment in writing by ensuring that pupils have more opportunities to work independently and for longer periods, thereby extending their learning skills.

Outcomes for individuals and groups of pupils

When pupils leave Reception their attainment is below average. They go on to leave school at the age of eleven with average levels of attainment overall, although standards in writing, while improving, are more inconsistent. Lesson observations during the inspection showed that pupils have a very positive attitude towards learning and respond enthusiastically to the good teaching they receive: for example, whatever their level of ability, pupils are keen to respond to questioning. This was observed in a lesson which focused on shared reading of a challenging text. Largely through skilful questioning, pupils were encouraged to explore and discuss the meaning and use of a range of vocabulary which was new to many of them. They maintained their interest and keenness to participate because of the enthusiasm and high expectations of the teacher. Pupils with English as an additional language and pupils with special educational needs and/or disabilities benefit from good support both inside and outside the classroom and make good progress. Teachers encourage pupils to develop their writing skills in literacy lessons or through topic work, and as a result, most pupils are making good improvements in the knowledge and accuracy with which they use language. Although progress is good overall, a small minority of more-able pupils do not always achieve as well as they should, usually in lessons where they spend too long listening to the teacher or are focused on tasks such as basic mathematical calculations which they find easy.

Pupils get on very well with each other, so that social development is one of the school's strengths. Pupils feel very safe, behave well and courteously, and they enjoy not just learning but the wide range of enrichment activities both during the school day and in the after-school club. Many pupils get a good start to the day in the breakfast club. Pupils show an outstanding awareness of health issues and the qualities of different foods, and there is a high take-up of sport. They also support various Eco projects and their involvement here has strengthened their understanding of environmental issues. Pupils enjoy taking on responsibility, for example, in the School Council and in the popular peer mentoring scheme. Pupils also participate enthusiastically in activities such as fund raising for charities, helping to develop their enterprise skills as well their awareness of personal responsibility. Spiritual and multicultural awareness is developed very well through assemblies, the study of a range of societies and beliefs, and the frequent visits within London and further afield, even as far as Poland and Spain. Older pupils have a mature understanding of both the benefits and challenges of cultural diversity in the modern world, and the school makes very effective use of pupils' own backgrounds and their parents' experiences as a vibrant learning resource to further develop this understanding.

These are the grades for pupils' outcomes

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

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?

The good teaching, combined with pupils' positive attitudes, results in good learning. A particular strength is the good use of assessment. Pupils know their individual targets and teachers give them good feedback on how they can improve their work. Teachers also question skilfully, and in the best lessons they ensure that all pupils are involved in discussion or are working constructively and independently, as when older pupils were observed first discussing and then writing purposefully about myths. Only occasionally does pupils' progress slow when teachers talk for too long and do not give pupils sufficient scope to research independently, or they limit pupils' access to more challenging tasks. Teachers use support staff well to support pupils with learning difficulties, and as a result they make good progress. Pupils enjoy the topics which have been introduced into the curriculum during the last two years. These topics, for example the Year 2 topic on 'Heroes' with a history focus, and the Year 5 project on 'Passport to the world' with a geography focus, are used very purposefully by teachers to help to develop core skills such as writing. Music is a great strength in the curriculum. Older pupils all have opportunities to learn a musical instrument. A feature of the inspection was the sight of so many groups of pupils working with specialist staff around the school on a range of musical activities. Pupils are also very enthusiastic

about the range of activities outside lessons, such as the frequent excursions to sites in London like the science museum and residential visits.

Outstanding care, guidance and support strongly underpin pupils' enjoyment and personal development. There is a very well-developed programme for personal, social and health education. Gifted and talented pupils benefit from additional learning opportunities such as accelerated mathematics programmes and challenges, and also have access to the resources of a local secondary school. There is excellent support for potentially vulnerable pupils. Those with particular language needs benefit from additional learning opportunities, as observed in the after-school Turkish club. The school enjoys excellent links with a range of outside agencies, and benefits from the work of individuals such as the school counsellor. The leadership successfully involves parents and carers in pupils' learning and well-being, for example by holding 'surgeries' and running courses for parents and carers on computing and 'helping in schools'. There are excellent links with other schools to ensure the pupils are very well prepared when they join the school or move on.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher shares her high expectations and vision for improvement with all staff and also with governors, who are active within the school and carry out their role of support and challenge to the leadership in sustaining the improvements effectively. Subject leaders are also very committed to improvement, and have a more strongly developed role in key areas such as monitoring and using assessment since the previous inspection. The school has introduced a more detailed system of assessment which has enabled staff to identify pupils at risk of underachieving, and put appropriate support strategies in place. School planning is focused on the key areas for further improvement and is based on the leadership's rigorous monitoring and accurate evaluation. There are good communications with parents and carers and good links with

other schools in the local learning network, resulting in benefits such as a joint literacy project. The school has worked very successfully to tackle discrimination and to enable all pupils to benefit fully from their time in school, for example by enabling pupils from disadvantaged backgrounds to take part in excursions outside school. Safeguarding procedures are outstanding and recognised as such within the local authority. All aspects of pupils' safety and well-being are rigorously monitored, evaluated and adapted as required. Pupils have a good understanding of how to keep safe, for example when using computers.

Another strength of the school is its outstanding contribution to community cohesion. The contribution within the local community is strong: for example, the school contributes to the celebration of local faith festivals. There are well-developed links with other British schools, leading, for example, to joint projects with another London school. The school thoroughly reflects its International Schools award through the very good use it makes of its links with schools in Ireland, Poland and Spain, links which involve both correspondence and pupil visits. Pupils have an excellently developed understanding of a range of beliefs, values and lifestyles in countries such as India and in many other parts of the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join both the Nursery and Reception classes with levels of knowledge and skill well below age-related expectations. Children settle quickly into their classes, because staff maintain clear, meaningful routines which encourage calm and cooperative behaviour. Staff make good use of both the indoor and outdoor resources. Children make good progress in developing knowledge and skills, while working and playing together well. Progress in developing communication, language, literacy and calculation skills is slower than in other areas, so that children's attainment is below age-related expectations by the time they leave Reception.

Nevertheless, children of all abilities make good progress during their time in the Early Years Foundation Stage. This is to a large extent due to good teaching, exemplified in a Reception session on 'going up the mountain to meet the Yeti'. The teacher's infectious enthusiasm was conveyed excellently to the children, whose enthusiasm was very evident as they explored an imaginary world through a combination of music, creative movement and language, which helped to develop a range of skills and personal qualities. At the same time as the children had great fun. There is a good range of teacher-initiated and child-led activities overall, although staff do not always take opportunities to develop skills further, for example in emerging writing. There are outstanding transition procedures to give children confidence when joining or leaving the Early Years Foundation Stage, and parents and carers are actively welcomed into the setting. Activities are managed well, although the leadership makes limited use of some of the assessment data that, if used fully, would allow the school to plan even more effectively for children's development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Around 30% of parents' and carers' returned the inspection questionnaire. They are very positive about all aspects of the quality of education and care for their children, although they comment more on the successes in personal development and care than on the academic progress of pupils. A typical comment was, 'My child has had so many

great experiences at Tiverton.' Parents and carers are almost unanimous in their conviction that their children enjoy school. Only a very small minority of parents have any concerns about aspects of the school's provision, and from talking to parents and carers and reading their comments, the inspection team found that there was a very strong level of support for what the school achieves.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tiverton 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 122 completed questionnaires by the end of the on-site inspection. In total, there are 400 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	70	35	29	1	1	1	1
The school keeps my child safe	70	57	46	38	4	3	2	2
My school informs me about my child's progress	72	59	45	37	3	2	1	1
My child is making enough progress at this school	59	48	55	45	5	4	1	1
The teaching is good at this school	63	52	50	41	3	2	2	2
The school helps me to support my child's learning	54	44	62	51	5	4	1	1
The school helps my child to have a healthy lifestyle	52	43	65	53	4	3	1	1
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)	49	40	58	48	8	7	1	1
The school meets my child's particular needs	46	38	61	50	9	7	3	2
The school deals effectively with unacceptable	57	47	59	46	5	4	2	2

behaviour								
The school takes account of my suggestions and concerns	56	46	56	46	7	6	3	2
The school is led and managed effectively	60	49	52	43	1	1	6	5
Overall, I am happy with my child's experience at this school	75	61	39	32	6	5	1	1

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

	Overall effectiveness judgement (percentage of schools)
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Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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 effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> • 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.



23 June 2011

Dear Pupils

Inspection of Tiverton Primary School, London N15 6SP

Thank you for welcoming us into your school on our recent visit. You were extremely polite and friendly in greeting us and we enjoyed talking to you and seeing you in lessons and around the school.

Tiverton Primary School gives you a good standard of education. Right from the Nursery up to Year 6, you make good progress in your work, although you make slightly slower progress in your writing than in other subjects. We know that you enjoy coming to school, you behave well and you feel very safe and well cared for. You get on very well with each other. Your teachers teach you well: they work hard, care about you and both they and other staff help you to learn a lot. Occasionally those of you who are particularly clever find the work rather easy, and sometimes you do not get enough opportunities to work by yourself, particularly when trying to improve your writing. You get a lot of really good opportunities to learn music, to go on trips and to take part in the extra activities which the school provides after school. You are good at taking on responsibility, for example on the school council. Your headteacher leads the school well, and as a result the school has improved a lot since inspectors last came to the school several years ago.

In order to make your good school even better, we have asked the school to:

- make sure that teachers give more challenging work to those few of you who tend to find the work too easy at times, so that you can make even more progress
- make sure that teachers give you even more opportunities to work on your own and develop your writing skills more.

You can help your teachers by continuing to show the same enthusiasm and hard work we saw during the inspection.

Yours sincerely

John Laver

Lead Inspector

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