

Risley Avenue Primary School

Inspection report

Unique Reference Number	131879
Local Authority	Haringey
Inspection number	360333
Inspection dates	29–30 March 2011
Reporting inspector	Barnard Payne

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	680
Appropriate authority	The governing body
Chair	Conrad Plentie
Headteacher	Robert Singh
Date of previous school inspection	2 October 2007
School address	The Roundway Tottenham London N17 7AB
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Introduction

This inspection was carried out by four additional inspectors. They observed teaching and learning in 28 lessons, taught by 23 teachers. They also attended two assemblies. Inspectors held meetings with a group of pupils, members of the governing body and staff. They observed the school's work, and looked at a sample of pupils' books from across the school and the school's plans and policies, including those for safeguarding. They also analysed questionnaires from 192 parents and carers, 103 pupils in Key Stage 2 and 17 staff.

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

- The extent to which attainment and progress are improving.
- Whether pupils are consistently positive in working to meet the school's expectations, as reflected in their behaviour, attitudes and attendance.
- The extent to which the school's leadership and management strategies are ensuring that provision, particularly teaching, is continuing to improve.
- The impact of the school's partnerships on raising pupils' achievement and improving their well-being.

Information about the school

Most pupils attending this large primary school are from a wide range of minority ethnic groups. The percentage of pupils who speak English as an additional language is high compared to the national average, and many arrive at the school at the early stages of learning English. Around half of the pupils are known to be eligible for free school meals, which is much higher than average. The proportion of pupils with special educational needs and/or disabilities is above average and most of these pupils have speech, language and communication needs or behavioural, emotional and social difficulties. The proportion of pupils joining or leaving the school other than at the usual times is also high, compared to other schools. The school's provision for the Early Years Foundation Stage comprises a Nursery and three Reception classes. The school has achieved Healthy Schools status. A private provider manages after-school childcare provision for 60 children aged 3 to 11 which is subject to a separate inspection.

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

Risley Avenue has made a satisfactory level of improvement since its inspection in 2007. It continues to provide a satisfactory quality of education but has improved in several areas. Children start school with an exceptionally low level of skills. While attainment is still low in English and mathematics when pupils leave at the end of Year 6, they make satisfactory progress, and rates of progress are improving due to the work the school is doing to raise expectations and improve teaching. The high percentage of pupils joining the school at times other than the usual ones and the number at an early stage of learning English have an impact on attainment. However, achievement is satisfactory. The school has been notably successful in improving provision in the Early Years Foundation Stage, which was inadequate when the school was inspected in 2007 but is now good, with children making good progress. Teaching in Key Stages 1 and 2 is satisfactory, but activities are not always planned to take account of different levels of ability. Some teachers make very effective use of marking and feedback to pupils about their work, but this is not consistent across the school.

The school is a very harmonious and cohesive community. Pupils enjoy school and feel they learn a lot in lessons. They behave well and make a valuable contribution to both the school and wider community. They have a good understanding of how to live healthily and take part enthusiastically in physical activities. The school takes good care of its pupils and provides a very welcoming environment. One parent or carer writes, 'My child has made significant progress in his education and behaviour since attending this school. The teachers are very understanding, patient and make it a point of duty to work effectively with the children, particularly my child.' The school works effectively to ensure that those who are at an early stage of learning English acquire language skills quickly so that they are not disadvantaged. Effective procedures have helped improve attendance so that it is now at the average level.

The school has robust systems for monitoring the quality of teaching and tracking pupils' progress. The school's leaders have an accurate view of the school and are using self-evaluation effectively to raise the level of teaching so that an increasing proportion is good or better. Since the 2007 inspection, the school has improved nearly all aspects of pupils' personal development. Care, guidance and support have improved and so has the school's engagement with parents and carers, its use of partnerships in promoting learning and well-being and its work to promote community cohesion. Taking account of these improvements, the school has satisfactory capacity to improve further. ♦

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment to the national average in reading, writing and mathematics by using assessment information to set suitably challenging targets for all groups and ensure rates of progress are consistently good.
- Increase the proportion of good or better teaching so that the large majority is at least good by:
 - planning activities that enable all groups to achieve at the highest level they can
 - making activities more interactive to enable pupils to contribute ideas and show initiative
 - improving the consistency of marking and feedback to pupils.

Outcomes for individuals and groups of pupils

3

Pupils show the resilience and will to succeed necessary to make brisk progress. Their English and mathematics books show that pupils have very positive attitudes and use the guidance from staff effectively to acquire and use key skills so that more are meeting, and some exceeding, the national average. They are too often held back by activities that do not consistently challenge them, even though their levels of engagement and concentration are good. Sometimes teachers spend too much time taking the lead while the pupils follow, rather than enabling pupils to contribute ideas and show initiative. In the most effective lessons, activities are interactive and pupils show a willingness to meet new challenges and demonstrate their abilities. The school effectively provides for those groups who have underachieved in the past; for example, boys' attainment has been much lower than girls', but in lessons boys are involved and participate well due to the methods used. Consequently, all groups make at least the progress expected of them. Pupils with special educational needs and/or disabilities make satisfactory progress and this too is improving due to effective systems to identify needs at an early stage. The school uses a variety of strategies to help pupils, including effective programmes that support pupils with behavioural, emotional and social difficulties.

In Key Stage 1, pupils who have been in the school since the Early Years Foundation Stage meet the national average in reading. In Key Stage 2, current work and assessments show that pupils are now making better progress through the school than expected given their starting points. The gaps between attainment in the school and the national average in English and mathematics are closing. For example, in 2010, the percentage of pupils reaching a higher than average level in writing was in line with that found nationally; current work and assessments show that significantly more Year 6 pupils are reaching the expected level in mathematics than in previous years. Pupils acquire a satisfactory level of key skills, including information and communication technology (ICT), to contribute to their future economic well-being.

Pupils' questionnaires show that they have some concerns regarding behaviour, but inspectors found behaviour to be good; pupils are extremely courteous and friendly and all groups get along together well. Pupils feel safe in school and have a good understanding of how to keep safe. The school's achievement of Healthy Schools status is reflected in pupils' good understanding of how to live healthily; for example, the school council has discussed lunch menus with the kitchen staff to ensure a balanced, healthy diet. In this

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very diverse community, pupils show respect for one another and are involved in a wide range of activities that broaden their understanding of different cultures and countries. They are involved in activities with other schools in the United Kingdom and America. Pupils have a good understanding of their wider responsibilities and support charities enthusiastically, including recently raising £1000 for Comic Relief.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	4
Pupils' attainment ¹	
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2

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?

Teachers have secure subject knowledge and ensure that pupils cover a suitably wide range of topics. They make adequate use of resources, and in the good lessons they show flair in organising activities that ignite pupils' interests. In a Year 5 English lesson, the class was turned into a courtroom, with a pupil taking the role of the judge and others presenting opening arguments in the role of defence barristers. Pupils make good progress in lessons where they can contribute and show initiative, for example in a Year 2 English lesson where pupils responded well to questions that assessed their understanding before they organised text into paragraphs; and in a Year 6 mathematics lesson, where the teacher kept pupils fully involved through testing their knowledge using questions, games and other activities that progressively raised the level of challenge. Pupils' questionnaires show that while nearly all pupils feel that adults explain to them how to improve their work, some are unclear about how well they are doing in school, and this reflects the inconsistencies in marking and feedback.

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The school provides a broad range of learning opportunities. New initiatives over the past school year are designed to engage pupils more, enable them to make links between subjects and develop their use of key skills. Although this revised curriculum is still being established, the impact on pupils' achievement is already beginning to show; their progress is secure and has accelerated over the past two terms as a result. The school also provides a good range of extra-curricular activities, including a weekly session focused on writing, which galvanises pupils' interest in developing their writing. Curriculum topics are enhanced through visits and visitors to the school, which include musicians from other countries. The curriculum is satisfactory rather than good because new developments have yet to have a full impact and planning to ensure a sufficiently challenging curriculum for all groups is not consistent. The school is effective in its provision for pupils whose circumstances make them vulnerable and there are striking examples of pupils overcoming barriers to learning; these pupils make good progress. Effective transition arrangements enable pupils to move easily from class to class and they are well prepared for their next school, with special arrangements in place to support those that may find transition more difficult.

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	2

How effective are leadership and management?

The school's leaders and managers have a clear vision for the school and are effectively focusing their attention on raising expectations and improving teaching and learning. They have established a strong school ethos based on mutual respect within a supportive school community. This is why pupils enjoy school and the vast majority of parents and carers are happy with their children's experience at the school. The range of needs in the school is very complex, not only because pupils come and go during the school year, but also because the intake changes, with growing numbers of pupils from more diverse backgrounds, some with little or no previous experience of school. The school deals with this resiliently and efficiently and with the pupils' interests at its heart. Attainment has remained stubbornly low, but the school has established a new leadership structure that is enabling it to address areas of weakness more successfully now.

Members of the governing body carry out their role satisfactorily; they have a sound understanding of the school and are supportive and loyal to the school's aims. The school is proactive in involving parents and carers in all areas of its work and provides an excellent range of support, including courses for parents and carers to enable them to support their children's learning and improve their own skills. A variety of partnerships with other schools and organisations contributes to outcomes for pupils and significantly broadens their experiences and understanding of the world. This is in part due to the

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school's clearly defined action plan to promote community cohesion; consequently, community cohesion is very strong at the local level through the links and partnerships the school has developed and there are good national and international links, which include visits to and from other schools.

The school strongly promotes equality of opportunity and there is a high level of harmony across the school; however, while all groups make equal rates of progress, their achievement is not yet good, which is why the effectiveness with which the school promotes equality of opportunity is satisfactory rather than good. The school meets all its safeguarding duties in line with government requirements. Taking into account the school's context and the outcomes for pupils, the school provides satisfactory value for money.

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	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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress. When they join the school their levels of skills are exceptionally low, particularly in communication, language and literacy and in their understanding of number. They are now achieving levels in line with national expectations at the end of Reception. They acquire a wide range of skills, including using ICT, and learn how to stay safe and healthy. They are very keen to contribute in activities and behave well. The range of activities effectively motivates the children and is particularly successful in engaging boys, who in the past have underachieved. In one Reception lesson, boys enjoyed reading comics, which developed their social skills because they talked together about the characters' adventures; this motivated them to draw and write.

The learning environment is well equipped and stimulating. Adults provide good support and challenge the children to solve problems themselves. Effective assessment is used to plan the next steps in children's learning. Staff work well with parents and carers and with

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outside agencies, ensuring that children's welfare is given a high priority. The Early Years Foundation Stage leader drives improvement well; she maintains an informed picture of provision and progress across the classes. This has enabled the school to make rapid and sustained progress in improving the Early Years Foundation Stage since the school's previous inspection. It has accurately identified raising the levels of independence and challenge for the more-able children and developing the engagement of parents and carers in their children's learning as the next steps towards making the provision outstanding.

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

The response rate to the questionnaires was a little lower than the average for primary schools. There is an overall consistency in parents' and carers' views; they are happy with what the school provides. There is very little disagreement. Inspectors received a few written comments, including some concerns relating to separate issues. Inspectors judge that the school provides a satisfactory standard of education and found that its work to engage parents and carers is a strength.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 192 completed questionnaires by the end of the on-site inspection. In total, there are 680 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	115	60	69	36	5	3	0	0
The school keeps my child safe	96	50	94	49	2	1	0	0
My school informs me about my child's progress	89	46	95	49	6	3	0	0
My child is making enough progress at this school	89	46	94	49	5	3	2	1
The teaching is good at this school	86	45	100	52	5	3	0	0
The school helps me to support my child's learning	85	44	90	47	8	4	3	2
The school helps my child to have a healthy lifestyle	74	39	105	55	9	5	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)	70	36	100	52	14	7	0	0
The school meets my child's particular needs	76	40	103	54	6	3	2	1
The school deals effectively with unacceptable behaviour	76	40	100	52	11	6	3	2
The school takes account of my suggestions and concerns	68	35	107	56	8	4	4	2
The school is led and managed effectively	77	40	105	55	3	2	2	1
Overall, I am happy with my child's experience at this school	100	52	83	43	4	2	2	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

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 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.



31 March 2011

Dear Pupils

Inspection of Risley Avenue Primary School, London N17 7AB

Thank you for making our visit to your school so enjoyable. We really enjoyed talking to you and know you enjoy school because everyone gets on so well together. We found that your school is satisfactory overall. It helps you feel safe and well cared for. You have some concerns about behaviour, but we found that it is good. You develop a good understanding of how to stay fit and healthy and make an important contribution to your school and community through being so willing to get involved. Your attendance has improved and you are satisfactorily prepared for the future.

You are making satisfactory progress, although your attainment in English and mathematics is still low compared to the national average. Your achievement is satisfactory but you could do even better. Your questionnaires show that nearly all of you feel that adults explain how to improve your work, but some of you are unclear about how well you are doing in school. We have therefore asked the school to:

- raise your attainment to the national average in reading, writing and mathematics by using assessment information to set you suitably challenging targets and ensure that your rates of progress are consistently good
- plan activities that enable you to achieve at the highest level you can
- make activities more interactive to enable you to contribute ideas and show initiative
- improve the consistency of marking and feedback you receive.

You all have an important role to play by always setting yourselves challenging goals and working with staff to reach them. We are confident that you have the determination to do this well.

Yours sincerely

Barnard Payne
Lead inspector

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