

The Willow Primary School

Adams Road, Broadwater Farm, Tottenham, London, N17 6HW

Inspection dates 8–9 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The great majority of pupils make good progress and learn well in their lessons.
- Pupils who are well behind with their reading and numeracy skills when they start school catch up quickly and make good progress.
- Teaching and learning are good across the school and some of the teaching is outstanding.
- Pupils enjoy being in school. They are clear that they feel safe and well cared for.
- Pupils enjoy school because the subject areas they learn about are designed to be interesting and fun.
- Behaviour is good because it is consistently well managed and expectations are clear.
- The school has used additional funding very effectively to raise standards, particularly for the pupils eligible for free school meals.
- The headteacher leads the school very effectively and is well supported by a strong senior leadership team. More staff are now being given the opportunity to take leadership and management roles and do this effectively.
- The role of the governing body has improved significantly over the last year. Governors provide a good balance of support and challenge and regularly check on how well the school is doing in helping pupils to make good progress.

It is not yet an outstanding school because

- There are a small number of lessons where the teaching is not yet good with pace too slow and pupils not given enough time to complete work.
- Despite recent improvements, attendance is still below average.
- The work set for the more-able pupils in some lessons is not challenging enough.

Information about this inspection

- Inspectors observed 29 lessons, of which five were joint observations with senior leaders. Every class was observed at least once.
- Meetings were held with three groups of pupils, the Chair of the Governing Body, several staff members including senior and middle leaders, and telephone conversations were held with the Vice-Chair of the Governing Body and a representative of the local authority.
- Inspectors took account of the 30 responses to the on-line questionnaire (Parent View). Other parents' views were sought at the start of the school day.
- The inspectors observed the school's work, and looked at a number of documents including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and minutes of various meetings.
- During the period of the inspection major building works were taking place on the school site.

Inspection team

Nigel Grimshaw, Lead inspector

Additional inspector

Sara Benn

Additional inspector

Avtar Sherri

Additional inspector

Full report

Information about this school

- The school is larger than average.
- Nearly all the pupils are from ethnic minority groups.
- Almost three quarters of the pupils speak English as an additional language.
- The school receives additional funding called the pupil premium and uses this to support specific groups of pupils, particularly those who are known to be eligible for free school meals. This funding is well above the average.
- The proportion of pupils supported through school action is well above average.
- The proportion supported through school action plus or a statement of special educational needs is broadly average.
- The school has changed its name since the previous inspection, with effect from September 2011.
- There is a children's centre on site that is managed by the school's governing body. This is subject to a separate inspection and the latest report can be found on the Ofsted website.
- The school shares its site and buildings with a special school which has also been subject to a separate inspection. The latest report is also on the Ofsted website.
- The school meets the government's floor standards, which set minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve teaching to be more consistently good or outstanding before July 2013 by:
 - making sure that teachers give more time for pupils to do their work in lessons
 - maintaining a brisk pace for learning in lessons
 - ensuring that time is given for the pupils to respond to the marking by teachers
 - extending opportunities for pupils to check on their own work and progress and that of their peers.
- Improve the progress of the more-able pupils by:
 - making sure that the work is sufficiently difficult and requires them to think carefully in every lesson
 - providing more opportunities for them to apply and develop their skills in all subject areas

Inspection judgements

The achievement of pupils is good.

- Children enter the Early Years Foundation Stage with skills and knowledge that are well below those expected for their age. The teaching in the Nursery and Reception classes is good and so they settle well into school life and make good progress, especially in social development, basic communication skills and mathematics. Overall standards improve but remain below national expectations at the end of the Reception Year.
- This good progress is maintained across the school because senior leaders have successfully focused on improving teaching and learning since the last inspection, although there remain some inconsistencies. This has led to pupils making consistently good progress in reading, writing and mathematics across the whole school and so pupils continue to achieve well in these subjects
- The good progress the pupils make from their very low starting points ensures that they achieve results in line with national averages by the time they leave Year 6.
- Results in reading have improved because the teaching of reading skills is now particularly good and is outstanding in some lessons observed. Pupils say that they love reading and they have confidence in their reading ability. In talks with inspectors, most pupils said that they read for pleasure both within school and outside school.
- Senior leaders keep a close watch on how pupils make progress and hold meetings regularly with their teachers to spot those pupils who are falling behind and to give an extra boost to their learning.
- Disabled pupils and those with special educational needs, make good progress because key staff check their progress closely. The work is, therefore, then set at the right level and they receive good-quality support.
- Senior leaders, ably supported by all staff, have worked hard to ensure that the more-able pupils are challenged to think in their work, but this is not yet consistently well done across the school. As a result their progress slows in some lessons.
- Pupils like the simple targets set for them. These focus their efforts in English and mathematics and this contributes to their doing well in these subjects
- The school leadership has used the additional funding, called the pupil premium, to target support for individual and small groups of pupils who need the most help. This is proving to be very effective and, as a result, the progress of these pupils is much improved. Consequently, previous gaps in their results compared to their peers have closed and in some cases they are now better than their peers.
- Progress in most lessons observed during the inspection was good or outstanding. School records show that this is typically the case. Pupils enjoy learning because the teachers plan work that interests and motivates them. This was especially true in a Year 6 lesson where the pupils were learning about biographies and autobiographies, with a particular focus on Roald Dahl. They were obviously huge fans of his work and this showed in their enthusiastic contributions to the discussions.
- A large majority of the parents spoken to during the inspection, or those who completed the on-line questionnaire, feel that their children make good progress.

The quality of teaching is good.

- Teachers have established good working relationships with the pupils in their class and this contributes to their willingness to learn and do well in their lessons.
- Teachers plan work for the pupils that is interesting and enjoyable, and which motivates them to learn well. Expectations are usually high, particularly in terms of behaviour, and pupils respond well. The use of questioning that encourages pupils to extend their speaking

and listening skills and improve their use of vocabulary is a particular strength of the school. In a Year 4 lesson the teacher was constantly reminding pupils that should use 'Year 4 words and not simple words'.

- In the best lessons which account for the clear majority, the pace of learning is brisk and the teachers use probing questions that make the pupils think carefully about their answers. Pupils are encouraged to work in pairs or small groups so that they can talk about their learning and share good ideas.
- In the small number of less effective lessons pupils do not learn so much. This is because occasionally teachers spend too much time talking to the pupils when introducing the lesson and not enough time is then given to the pupils to complete their work.
- Resources are well prepared, including the effective use of information and communication technology in lessons. In a Year 4 lesson the teacher used a video clip very effectively to introduce work on Rainforests. The motivating resources help enliven and extend pupils' learning
- Pupils have useful targets to guide improvements in English and mathematics and which help to motivate them to learn. Pupils, particularly the older pupils, like assessing how well they have done in lessons. The marking by teachers is helpful and consistently applied. Time is often given for the pupils to correct their work and say how well they understand it, but this is not the case in all lessons.
- Teaching effectively promotes pupils' spiritual, moral, social and cultural development. This is evident in lessons and around the school. This was very true in an outstanding music lesson where pupils in a Reception class joined with pupils from the adjoining special school and worked together exceptionally well. In other lessons it was clear that pupils value the opinions of others, and lessons are very rarely disrupted through bad behaviour.
- Careful lesson and longer-term planning ensures that disabled pupils and those with special educational needs are taught well, often in small groups led by very effective teaching assistants.
- The well devised curriculum helps teachers to plan work that offers a range of experiences, including visits and visitors to the school. Useful links between subjects enhance pupils' learning, and teachers provide a good range of opportunities for pupils to apply their basic literacy and numeracy skills. The more-able pupils are not always given tasks which would extend their writing in other subject areas.
- From responses to the on-line survey and discussions during the inspection, it is clear that parents are pleased with the teaching in the school. As one parent said, 'My child is really happy at school. When she started she didn't speak any English but because of the excellent teaching she is now fluent'.

The behaviour and safety of pupils are good.

- The vast majority of pupils have positive attitudes to learning. They are keen to do well. They concentrate and persevere in completing the work set for them. In a very small number of lessons, some pupils find the work is too easy. As one pupil commented, 'Sometimes the work doesn't really make me have to think too hard'.
- Pupils behave well in lessons and around school. Checks on the behavioural records show that this is the case over time too. They work and play together harmoniously. They say that they feel safe and well cared for by the adults in school. They are extremely polite, confident and very welcoming. Parents support this view.
- Pupils say that they enjoy coming to school. The school leaders have worked hard to improve attendance significantly over the last two years but attendance remains just below national averages.
- Routines are well established in the Early Years Foundation Stage. The children show consideration for others, take turns and share equipment. These qualities that are learnt at

an early age carry on through school as they grow older.

- School records indicate that there are very few incidents of bullying, a view reinforced in discussions with pupils and parents. Pupils have a good understanding of different forms of bullying and they say that bullying is rare and is dealt with promptly and effectively by the adults in school. Racial discrimination incidents are even less common because the pupils show mutual respect for each other. The school's hard work to inform pupils about the dangers of using the internet means that they are clear about how to stay safe when using it.

The leadership and management are good.

- The strong and purposeful leadership of the headteacher, ably supported by the senior leadership team, provides a clear direction for the school. The new building programme is providing much improved facilities for the pupils and staff to use. The focus has rightly been on a rigorous programme of improvement in the quality of teaching. Although a small pocket of teaching still requires improvement, the programme has been very successful and the improved teaching has led over recent years to much more consistently good progress by the pupils. Decisions about pay rates are based on the quality of teaching.
- The responsibilities of school leaders at all levels have changed recently following a planned restructure. School leaders have recognised the need to extend leadership and management responsibilities to more staff and have introduced a programme to achieve this. This programme is working well.
- The leadership of the Early Years Foundation Stage is good. The successful induction programme for parents and the children when they start school is valued highly by the parents. This early support helps the children settle well into school life and make good progress.
- Teachers have clear steps set for improvement. The views expressed through the staff questionnaires were exceptionally positive about their roles in school. They indicate the staff really appreciate working at the school and value the training organised for them to aid further improvement.
- The curriculum creates opportunities for enjoyable learning and also for pupils to apply their reading skills when studying other subjects. There are many opportunities planned for pupils to learn about other cultures which helps widen their understanding of others. A good range of lunchtime and after-school clubs and activities helps broaden their experience.
- The local authority has provided support to the school, most recently about supporting staff in the teaching of disabled pupils and those with learning difficulties.
- **The governance of the school:**
 - The governors have an accurate view of the school's strengths and areas for improvement and are working closely with the school to make it even better. They have succeeded in improving pupils' progress in reading, writing and mathematics. The learning environment has also been improved significantly with the new building programme. The school is therefore well placed to improve further. The governors have a good knowledge of the quality of teaching in school and the steps being taken to improve this still further. Governors have a good understanding of how the pupil premium has enabled small-group work and one-to-one adult support to help pupils achieve well. They check that the funds have been used successfully. The health and safety of pupils, including checks on staff appointments, are good because staff and governors have received the appropriate training. Governors are keen to ensure all pupils are treated equally and that there is no discrimination. Governors also regularly attend training to improve their practice further.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102131
Local authority	Haringey
Inspection number	400530

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	475
Appropriate authority	The governing body
Chair	Marilyn Francis
Headteacher	Dawn Ferdinand
Date of previous school inspection	23–29 September 2009
Telephone number	020 88080247
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