



Cuckoo Hall Primary School

Inspection Report

Unique Reference Number 102018
LEA Enfield LEA
Inspection number 276637
Inspection dates 22 March 2006 to 22 March 2006
Reporting inspector Kekshan Salaria

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Cuckoo Hall Lane
School category	Community		Edmonton
Age range of pupils	3 to 11		London N9 8DR
Gender of pupils	Mixed	Telephone number	02088044126
Number on roll	531	Fax number	02088042739
Appropriate authority	The governing body	Chair of governors	Mrs Andry Efthymiou
Date of previous inspection	15 January 2001	Headteacher	Mrs Patricia Sowter

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors who visited the school, met with pupils, staff and the chair of governors. A range of documentation which included the development plan, data showing how the school is checking on pupils' progress, pupils' work books and records of lesson observations were scrutinised. In addition some teaching and one assembly were observed.

Description of the school

Cuckoo Hall is a larger than average primary school, which is currently growing from two to three forms of entry. The school is situated in an urban area on the eastern side of the London borough of Enfield. The school shares a large sprawling site with a secondary school. 40 per cent of the pupils are entitled to free school meals and 30 per cent are designated as having a learning difficulty or disability. 46 per cent speak English as an additional language. Pupils' attainment on entry to the school is well below expectations.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

The inspection confirms that Cuckoo Hall Primary is an outstanding school. Pupils make outstanding progress, attain exceptionally high standards and love their school and learning. The Foundation Stage gives pupils a very positive start to their schooling and they make very good progress although only a very small majority achieve all the early learning goals at the expected time. By the time pupils leave the school, standards are exceptionally high in English, mathematics and science.

A very high percentage of questionnaires were returned which indicated that parents are overwhelmingly supportive of all aspects of the school. In particular, they say that their children are well cared for, they enjoy school and make very good progress. The inspection confirms these views.

Leadership and management are outstanding. There have been many improvements since the last inspection and there is significant capacity to improve further. The school has a wide range of meticulous processes to ensure that the current very high standards are built upon. Pupils' personal development is outstanding. The school cares about all its pupils and makes sure they get the individual support they need. The school offers very good value for money.

Achievement and standards

Grade: 1

National data and inspection evidence show that standards are exceptionally high; pupils make outstanding progress during their time at the school. Detailed records kept by the school show that when pupils enter the nursery they have skills and knowledge well below national expectations. Due to the very good provision, pupils in the Foundation Stage settle very quickly. They feel safe and happy and are currently achieving very well.

The school has been successful in increasing the proportion of pupils that gain highest levels in English, mathematics and science. The plans for maximising achievement are sharp and pinpoint exactly the range of strategies to be used, such as targeted teaching of pupils in similar ability groups.

The school is deeply committed to ensuring that all its pupils make excellent progress. Consequently, the needs of all groups of pupils, including lower and higher attainers, and those learning English as an additional language, are catered for well and each group makes very good progress.

Personal development and well-being

Grade: 1

The inspection confirms that the school is right in its evaluation that pupils' personal development and well-being are outstanding. Pupils' behaviour and attitude to learning

are excellent. They enjoy coming to school; one pupil stated: 'I can't wait to get to school every day'. Consequently, attendance is good.

Pupils understand and respect how people of other cultures live and worship. They make a very good contribution to the local community. The school is diligent in promoting the pupils' health and safety and their understanding of the importance of diet and exercise for healthy living. During lunch time pupils discussed with the inspector the merits of eating vegetables and salad. Pupils feel secure and know who to turn to should they have a problem. The school council takes its responsibilities very seriously and pupils have been instrumental in securing change, for example, lunch time clubs, and the appointment of a sports coach.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and is having a very positive impact on the pupils' performance and their learning. Lessons are very well prepared, teachers' expectations of what pupils can achieve are very high and relationships are outstanding. This helps the pupils to feel secure, raises their self-esteem and hence boosts their learning. In addition, teachers ensure that the high quality tasks set match the needs and abilities of all pupils, including those with learning difficulties and disabilities, those learning English as an additional language and the most able. Teaching assistants work very effectively alongside pupils to guide and support them.

In the good and outstanding lessons, pupils are challenged and stimulated by a good range of activities which maintain interest. Lesson objectives are pupil friendly. Skilled questioning and the use of 'talking partners' ensure speaking and listening and collaborative learning are accentuated. During the inspection such practice was observed being used consistently from the nursery to Year 6. As a result, pupils make very good progress.

Curriculum and other activities

Grade: 1

The school provides a rich, broad and interesting curriculum. The nursery and reception classes are stimulating environments which encourage younger pupils to learn very well. Provision for information and communication technology (ICT) has improved notably since the last inspection and there are well planned opportunities for pupils to use their ICT skills across the curriculum. Year 6 were delighted to be using laptops recently acquired by the school, for powerpoint presentations. Very effectively links have been developed between subjects such as drama and creative writing to enhance pupils' learning and understanding. The school has developed very good links with other organisations and schools which help to enhance the pupils' experiences within and beyond the local community. This is augmented by the use of well chosen visitors and visits to broaden pupils' learning experiences. The school offers a good range of

extra-curricular clubs which are well supported, for example ICT and study skills. Spanish classes are also available for parents and pupils after school.

Care, guidance and support

Grade: 1

Pupils receive very good care, support and guidance. Staff are highly committed to pupils' well being and safety. They work hard to raise pupils' self esteem and help them become more effective learners. Pupils' personal and academic progress are regularly and systematically assessed, and action taken to address difficulties and underachievement. They are given extremely good advice about how well they are doing and clear guidance on how to improve. Pupils know what their targets are in English and mathematics and they are proud to talk about their academic achievements and how they have met their targets. Teachers' marking of work is thorough and their comments link well to the pupils' individual targets and give clear guidance on how to improve further. Health and safety procedures and all requirements for child protection are in place.

Leadership and management

Grade: 1

Leadership and management are outstanding. The head and deputy headteacher lead the school outstandingly well. They provide clear direction for the school and are determined to ensure that the school provides well for all pupils both in terms of their academic achievement and personal development. This is achieved through teamwork and by ensuring that all the staff support each other and the pupils.

The senior management are focused on raising standards. Pupils' performance is analysed rigorously to guide curriculum planning and track the pupils' progress against their targets to identify underachievement. The subject leaders provide very good leadership. Throughout the school, monitoring and evaluation processes are highly effective and they provide a detailed and comprehensive picture of the full range of school's provision and standards.

Governors are committed, and supportive of the school. They receive reports from subject leaders on curriculum developments and ask relevant questions in relation to improvements. The school has very good systems for reviewing how well it is doing and has identified appropriate priorities for improvement. However, subject leaders' plans are not clearly linked to pupils' learning and achievement to ensure success.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

Thank you for the thoughtful ways you made me feel so welcome when I came to visit your school. I enjoyed talking to you about your work and sharing lunch with you. It is obvious that you are very proud of your school and rightly so.

I am writing this letter to tell you what I found out about your school. * Your school is outstanding in all respects. The school community has worked together to make it so. * Your school is a welcoming and safe place. All of you enjoy coming to school and participating in the activities which the school offers. * Your behaviour is excellent and you and your parents and carers are very proud of your school. * Your school plans lots of exciting and challenging things for you to do. * You make healthy choices about food and exercise. * You have an excellent headteacher who makes sure that everyone learns well together and every child matters.

It was a pleasure and privilege for me to join you for a day. I hope you continue to work hard and wish you all the very best for the future.

Yours sincerely

Kekshan Salaria

HMI