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24 May 2007

Mrs Georgina Couram
Acting Headteacher
Risley Avenue Primary School
The Roundway
Tottenham
London, N17 7AB

Dear Mrs Couram

Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 18 May 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please pass my thanks to the staff, the chair of governors, and the local authority representative who met with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 13 and 14 September 2006, the school was asked to look at the following areas of concern: eliminate underachievement in English, mathematics and science through improving the quality of teaching and learning; improve marking to provide better guidance for pupils on how to improve their work; and improve how the school monitors and evaluates the impact of measures to bring about improvement.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement.

The 2006 national test results for pupils in Year 2 and Year 6 were very low. The pupils made inadequate progress from their starting points. The school's careful analysis of pupils' current progress shows that improvements have been made. Those pupils who have learning difficulties and disabilities and those at the early stages of learning English continue to make good progress, as found at the last inspection. Pupils in the Foundation Stage are also making satisfactory progress and close to two thirds are working securely within the early learning goals. Only three quarters of the current Year 6 have been in the school since Year 3. From a below average start, these pupils are now making satisfactory progress overall and are likely to meet the school's targets. The rate of progress in Year 2 has also improved, especially in writing. However, information on their progress is less secure than that

for Year 6. Progress in eliminating underachievement in English, mathematics and science is satisfactory.

Much of the improvement in the pupils' rate of progress has come about because of the strong focus on developing and strengthening classroom practice. The amount of good teaching has doubled since the 2006 September inspection. The school's observations indicate that in approximately two thirds of lessons the teaching is good and it is inadequate in none. Evaluations of the quality of teaching and learning observed during this monitoring inspection match closely those of senior managers. There has been a sharp focus on raising expectations of what pupils should achieve in individual lessons and on ensuring that marking helps pupils to improve their work. A range of very helpful initiatives has involved pupils in evaluating their success in written tasks. They are clearly enthused over the 'two stars and a wish' strategy for helping each other. For example, a Year 4 class adopted this very successfully in editing their own and each others' writing. Pupils' exercise books show clear evidence that standards are rising in response to well-targeted marking. Progress on improving the quality of teaching, learning and marking is good.

The school has made fast progress in evaluating the impact of its monitoring and of the interventions to bring about improvement. Detailed records of pupils' progress, supplemented by discussions between pupils, teachers and senior managers, validate the impact of actions to improve achievement. Middle leaders have had well-considered and effective opportunities to develop their skills and are now fully accountable for their areas of responsibility. Under the very able leadership of the acting headteacher, both senior and middle leaders are increasingly rigorous in their drive to raise the pupils' performance.

The local authority (LA) has provided good support for the school. It has reviewed its action plan and integrated it successfully with the school's plan for raising attainment. In the long-term absence of a deputy headteacher, the LA has provided practical support for the senior team.

I hope that you have found the visit helpful in promoting improvement in your school.

I am copying this letter to the Secretary of State, to the Chair of the Governing Body and the Director of Children's services for Haringey.

Yours sincerely

Sheila Nolan
Additional Inspector