

Weston Park Primary School

Inspection report

Unique Reference Number	102130
Local Authority	Haringey
Inspection number	307906
Inspection dates	13-14 May 2008
Reporting inspector	Alison Storey (HMI)

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 on roll	
School	255
Appropriate authority	The governing body
Chair	Mr Paul Bennett
Headteacher	Mr Andrew Wickham
Date of previous school inspection	14 June 2004
School address	Denton Road Hornsey London N8 9WP
Telephone number	020 8347 5000
Fax number	020 8348 5500

Age group	3-11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Weston Park Primary is a slightly larger than average sized inner city primary school serving a culturally and socio-economically diverse community. About two-fifths of the pupils come from a wide range of minority ethnic groups; the main ones are White Backgrounds other than British, Black Caribbean and Turkish. Nearly one in five pupils speak English as an additional language; in total 14 different languages are spoken. Turkish, Albanian and Spanish are most common and 24 pupils are at an early stage of learning English. Overall, the proportion of pupils with learning difficulties and/or difficulties is below that seen nationally; with the most frequently identified need being specific learning difficulties. The proportion of pupils with a statement of special educational need is higher than the national average. There are slightly more girls than boys.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Weston Park Primary is a good school at the heart of its community. It is aiming to be outstanding and in a number of aspects it has already achieved this ambition; as recognised by parents who describe it as 'fantastic' or 'fabulous'.

Pupils flourish personally and socially. The outcomes of the outstanding care, support and guidance and the success of the social and emotional aspects of learning (SEAL) programme are evident in the excellent relationships, exemplary behaviour and enthusiasm for learning which permeate the school.

A genuine commitment to all pupils achieving their very best goes way beyond ensuring they acquire good basic skills. The rich curriculum strikes an excellent balance between academic learning, creative development, sports and social skills.

Each group of pupils is different and so are the skills, knowledge and understanding they have when they join the school. Broadly speaking they are in line with the expectations for their age, although many pupils have more highly developed personal skills and spoken language. Notwithstanding this, all groups of pupils make good progress over time because the quality of teaching and learning is rarely less than good and at times is outstanding. Staff know pupils well and plan carefully to meet their needs. The next step in the drive for excellence is for the school to ensure it meets its own target for all teaching to be good and often outstanding.

The headteacher creates a culture of continuous improvement and encourages staff to take a lead in trying new ways of doing things to improve the school. This brings out the best in them and they describe themselves as always willing to go the extra mile. Parents recognise this and praise the dedication of staff at all levels; indeed they often say how lucky they feel that their children are at Weston Park. Systems work well because of good teamwork and communication, although there is still room for improvement in the tracking of pupils' progress. The excellence already achieved in some areas and commitment at all levels to be even better demonstrates there is good capacity for the school to continue to build on its strengths.

Effectiveness of the Foundation Stage

Grade: 1

Children get off to a flying start because staff in the Nursery and Reception classes work together effectively to make sure the provision is of an outstanding quality. Well-established routines and excellent partnerships with parents foster children's sense of security and help them to settle. The school's commitment to children's development across all areas of learning starts here with a rich learning environment, which makes equally good use of both the indoor and outdoor areas. Activities are very well matched to children's needs and interests and they are keen to take part in the exciting range on offer. Children grow in confidence and develop very good relationships with staff and each other; they are equally happy to take part in independent or adult-led activities and co-operate very well with one another. By the end of Reception most children reach standards above those expected for their age and are well-prepared for their future learning.

What the school should do to improve further

- Improve systems for tracking pupils' progress.
- Develop teaching and learning so that it is consistently at the standard of the best.

Achievement and standards

Grade: 2

Overall, the standards reached by pupils have improved since the last inspection; they are above average and sometimes higher. There are fluctuations from year to year because each group of pupils is different, with different starting points. Importantly, all groups of pupils, including those with learning difficulties and/or disabilities or those speaking English as an additional language make good progress during their years at Weston Park. This is because the quality and breadth of the curriculum nurtures pupils' extremely positive attitudes to learning; as a result the rate of progress they make accelerates as they move up the school.

In 2007 at age seven, virtually all pupils reached the expected level in reading, writing and mathematics and almost one third of pupils reached the higher Level 3 in each subject. In 2005 and 2006 pupils age 11 achieved exceptionally high standards. However, in 2007 standards were not as high although the proportion reaching the higher Level 5 was higher than that seen nationally.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding and key to their academic success. Pupils really enjoy school. They thrive in a culture where they are encouraged to 'have a go'. The very popular sporting activities play an important role in developing their teamwork skills and co-operation. Together with their ability for independent learning and the standards they reach in English and mathematics pupils are well prepared for future life. They relish opportunities to take responsibility, for example, older pupils help younger pupils as playground buddies. The school council is an effective and valued influence in the school. Pupils have a very clear understanding of leading a healthy lifestyle and a well-developed sense of how to keep themselves safe; they know how to respond to bullying should it possibly occur. Their spiritual, moral, social and cultural development is good overall. They have a very well developed understanding of right and wrong and show respect for one another whatever their cultural or religious background. However, their appreciation of the international dimension of the school community is not as well developed.

Quality of provision

Teaching and learning

Grade: 2

Overall the quality of teaching and learning is good. Lessons are regularly characterised by high expectations of pupils' academic achievement and personal development, which manifest themselves in challenging questions, the use of strategies to engage all pupils in learning at all times and on-going assessment of how well they are doing, often

involving the pupils themselves. Teachers' secure subject knowledge and good knowledge of the pupils ensures they plan well for all levels of ability and so pupils make good progress. The input of other teachers and teaching assistants to pupils' learning, whether in class or group work makes an important contribution to the good progress made by those pupils who have learning difficulties and/or disabilities or who speak English as an additional language. Where teaching is on occasions less successful it is because there is not the same degree of challenge or pace. As a result, progress in these lessons is not as good as it could be.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum that enriches pupils' learning. Visits to places of interest and visitors to the school, including specialist teachers make it a thoroughly enjoyable and meaningful experience. The take up of instrumental lessons with visiting teachers is high and all pupils learn to play a musical instrument in Year 5. Pupils' enjoyment of music was very evident in the Big Band activity! Equally, the extra provision for art and sporting activities is of a very high standard. Pupils greatly appreciate the range and quality of clubs provided for them and the experiences they may otherwise not have like the sailing activity during the annual Sports Week.

Care, guidance and support

Grade: 1

Pupils and parents alike appreciate the outstanding care and support from all adults. The school works very effectively with other agencies to ensure all pupils can access all aspects of school life. The arrangements for child protection are very good and the school meets requirements relating to safeguarding. Parents are kept well informed of their child's learning through termly meetings, regular class letters and informal daily contact with teachers. Academic guidance is good overall. The marking of pupils' writing gives positive feedback and shows them how they can improve. This good practice is not as consistent in other subjects.

Leadership and management

Grade: 2

Overall the quality of leadership and management at all levels is good. Increasingly, senior and middle leaders play a key role in leading aspects of improvement. They are actively involved in monitoring, reviewing and planning for improvement. The quality of governance is equally good. Governors are well-informed and effectively challenge and support the school in its quest for further improvement. However, they do need to address a few minor issues to ensure they fully meet all their statutory responsibilities.

The systems senior staff use to regularly track pupils' progress are good. They give a clear picture of standards in relation to national expectations and are a useful tool for identifying those pupils who need additional support. However, systems in the Foundation Stage are not as formal. This means that the school relies, albeit successfully, on informal discussions to plan additional support and that it cannot accurately measure the value it adds to pupils' learning in the early years.

Partnerships with parents are very strong and the large majority are very pleased with the school. Understandably, they have the same high aspirations for the school as it has for itself. Some took the opportunity of the inspection to raise issues, but inspectors generally found that there were no grounds for concern and that for every issue raised, there were a number of parents who considered the same matter a strength.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness in the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Letter to pupils explaining the findings of the inspection.

23 May 2008

Dear Pupils

Inspection of Weston Park Primary School, London, N8 9WP

It was lovely to meet you when we came to visit your school. Thank you very much to all of you who spoke to us in lessons, around school, in the playgrounds and in the special meetings we had. It really helped us to find out all about the school. We know you enjoy being at Weston Park. Mr Wickham asked me if I had enjoyed being there too and the answer was definitely 'yes'!

We think you go to a good school and know that you agree. It takes very good care of you and makes sure there are lots of exciting opportunities to do things like learning an instrument or get involved in sport. We were impressed by you too. In particular, we think your behaviour is excellent and that you always work hard in lessons.

Before we left we talked to Mr Wickham and the governors about how to make your school even better. We agreed it is important that they make sure all lessons are really good and that they keep a very careful eye on how well everyone is doing.

I hope you will help by continuing to be as well behaved and enthusiastic about your learning as you are now.

Yours sincerely

Alison Storey
Her Majesty's Inspector

