

Stamford Hill Primary School

Inspection report

Unique Reference Number	102112
Local Authority	Haringey
Inspection number	355129
Inspection dates	19–20 October 2010
Reporting inspector	Raminder Arora

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	216
Appropriate authority	The governing body
Chair	Rhiannon Evans
Headteacher	Gareth Thomas
Date of previous school inspection	1 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons taught by eight teachers. They held meetings with the Chair of the Governing Body, staff, pupils and some parents and carers. They observed the school's work and looked at pupils' books, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Inspection questionnaires were received from staff, pupils in Years 3 to 6 and 106 parents and carers.

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

- How far have improvements been made to attainment and progress in English, mathematics and science?
- How well do staff use assessment to plan work for pupils at the right level?
- How effective are the school's strategies to promote good attendance and behaviour?
- How effective have leaders at all levels been in making improvements since the last inspection?

Information about the school

This is a smaller-than-average primary school. It serves an ethnically and socially diverse urban area. Half of all pupils are of Black African or Caribbean heritage. The remainder are from a wide range of ethnic backgrounds including, more recently, pupils of Latin American heritage. Over a half of the pupils speak English as an additional language and many are still at an early stage of doing so. The proportion of pupils known to be eligible for free school meals is much higher than that found in most primary schools. The proportion of pupils with special educational needs and/or disabilities is above the national average. These are mainly moderate learning needs, and social and emotional difficulties. High proportions of pupils join and leave the school throughout the school year. The school's Early Years Foundation Stage provision comprises a full-time Nursery and a Reception class.

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

The school provides pupils with a safe and caring atmosphere that helps them grow into confident and mature young people. The school has experienced significant challenges since its last inspection, notably changes in staffing and variations in the school roll as a result of high mobility. Until this year, these problems adversely affected pupils' attainment. Not all pupils made the progress they should and their attainment at the end of Years 2 and 6 was low. However, the school turned a corner in 2009. Pupils' progress has improved and so has attainment by the end of Year 6. The inspection found that:

- attainment is broadly average overall, with a marked improvement in the proportion of pupils reaching the higher levels for their age, especially in English
- attainment in mathematics and science is below average
- from very low starting points, particularly in language and communication skills, pupils' achievement is satisfactory
- the learning and progress of children in the Early Years Foundation Stage are satisfactory
- the learning and progress of pupils in other years are satisfactory and improving, for example in reading and writing pupils' progress is good, particularly in Years 4 and 6
- pupils' behaviour is satisfactory, pupils feel safe in school and have good awareness of healthy lifestyles
- teaching is typically satisfactory and there is good teaching of reading and writing in some years
- the curriculum is satisfactory, and improving, and provides a wide range of experiences pupils enjoy
- pupils, including those whose circumstances have the potential to make them vulnerable, are cared for well
- those with special educational needs and/or disabilities and pupils who speak English as an additional language receive good pastoral support but satisfactory academic support
- parents and carers are very happy with the quality of education the school provides
- leadership and management are satisfactory and supported through good partnerships.

Since the last inspection, the school has made notable progress in tackling its record of low attainment. The drive to improve attainment has been most effective in English, as

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shown by the results of teachers' current assessments. These successes demonstrate the school has a satisfactory capacity to improve further.

There are four key areas where weaknesses hinder pupils' learning:

- teachers' planning is not sufficiently focused on clear outcomes for pupils' differing abilities, and some lessons lack sufficient pace and challenge. Pupils sometimes sit listening for too long
- the quality of the feedback pupils receive through marking is too variable and, as a result, pupils are not always clear about what they need to do next to improve their work and accelerate their progress
- leaders are not consistently evaluating in enough detail the information on pupils' attainment and progress to judge the success of its actions resulting from improvement plans and to identify where further gains can be made
- attendance remains low, despite the use of a good number of strategies, because parents and carers take children abroad during term time.

What does the school need to do to improve further?

- Accelerate progress and raise attainment, particularly in mathematics and science, in Years 1 to 6 by:
 - ensuring that key skills are taught consistently well through skilfully planned opportunities for practical experiences
 - ensuring leaders at all levels use progress and attainment data rigorously to monitor pupils' progress and check how effectively pupils are learning in lessons.
- Secure good and better teaching by:
 - ensuring all teachers use assessment effectively to plan lessons that proceed at a demanding pace so that all pupils are fully challenged to extend their learning
 - giving pupils better guidance through marking about how they can improve their work
 - matching work more closely to pupils' needs and abilities.
- Ensure parents and carers fully understand the need for their children to attend regularly.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory. Attainment on entry to Year 1 is particularly low in pupils' language and communication skills. Although attainment by Year 6 over the past three years has been low, there was some improvement in the 2009 English results. In 2010, this improvement continued. Teacher assessments show that for those presently in Year 6, attainment is broadly average in English and below average in mathematics and science. Work in books and lessons shows that most pupils, including the Black African and Caribbean pupils, and those from Latin America, make satisfactory progress in relation to their starting points. Pupils enjoy learning and take a pride in their finished work. Most listen and concentrate well in lessons, although sometimes their attention wanders or they become distracted. This is due to weaknesses in planning, expectations are unclear or the

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pace of the lesson is too slow because the teacher spends too much time talking. When this happens, pupils do not have the time to undertake independent or practical activities and learning is affected because some pupils show a lack of good motivation. The learning of older pupils in literacy lessons is often good. In a lesson in Year 6, for example, pupils learned well when encouraged to recall their previous knowledge to help them recount an event.

Pupils say that they feel safe and secure at school, and that there is always someone to talk to if they have concerns. Pupils have good awareness of health issues and enjoy all opportunities for fitness. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils understand the differences between right and wrong and display appropriate manners. Pupils take on responsibilities around the school and suggest where improvements might be made. They reflect on their learning and experiences and develop self-esteem. Pupils have a satisfactory understanding of British and other cultural traditions. Their desire to work independently and collaboratively prepares them well for secondary school although, in view of weaknesses in some basic skills and in their attendance, their preparedness for future lives is only satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
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	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Teaching is improving and is reliably satisfactory, enabling pupils to make satisfactory progress. Some good lessons were seen during the inspection. In an English lesson in

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Year 4, for example, astute questioning from the teacher ensured that pupils understood how to extend their understanding of the text. Assessment of pupils' learning, although satisfactory, is not always consistent. When this happens, teachers are not successful in pitching work accurately to meet the needs of different ability groups. As a result, occasionally, work is insufficiently challenging. Pupils' work is often marked conscientiously and pupils receive regular praise, but sometimes there is insufficient advice on the next steps they need to take to improve their work, especially in mathematics and science.

Pupils say they enjoy their learning, particularly when subjects are linked together, but these links are underdeveloped as more time is spent on the literacy curriculum. The school is aware of this issue and is now focusing on a better balance of curriculum time which is having a positive effect. Pastoral care is generally effective in supporting the personal and social needs of all pupils through a caring approach. Late joiners quickly settle into school life and make satisfactory progress. Good partnership links with community services effectively support the achievement of pupils whose circumstances might make them vulnerable and those who have special educational needs and/or disabilities. Pupils new to learning English are given extra support and soon gain confidence. Links with the local secondary school and a group of local primary schools ensure that transition arrangements are appropriate.

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	3

How effective are leadership and management?

The headteacher provides clear leadership and, together with staff, has rightly identified the need to strengthen monitoring and to raise teachers' aspirations through better use of data on pupils' progress data and challenging targets. The partnership with the cluster of schools works well and is leading to improvements in the quality of teaching, monitoring and evaluation. Currently, the drive for improvement is too dependent on senior managers and the support of the local authority. However, there is now urgency in seeking to distribute leadership more widely with middle leaders developing well into their new roles and keenly supporting improvements.

The school is inclusive and the staff and the governing body ensure that discrimination in any form is not tolerated. Partnership with parents and carers and the promotion of community cohesion are satisfactory. The school promotes sound awareness of other faiths, beliefs and cultures through the curriculum and international links. Safeguarding procedures are good with rigorous checks and vetting procedures. The governing body carries out its statutory duties adequately. Governors bring skills and commitment to their work, although they do not allocate enough time to challenge and support the work of

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school improvement. They are now well supported with training to further develop their role to improve the level of challenge they provide and in holding the school to account for any improvements.

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

Early Years Foundation Stage

Children join the school with low levels of skills and, by the end of the Reception class, few children attain the early learning goals expected for their age, particularly in the area of communication, language and literacy. However, given their starting points, progress is satisfactory. Children in the Nursery are progressing at a better rate due to good planning and the use of ongoing assessments of children's learning. The Nursery and Reception team work well together. Parents and carers are happy with the care and support of their children.

The provision for both indoor and outdoor learning is satisfactory. The flow of learning between indoors and out is improving but the school recognises that this is not fully established. The daily teaching of letters and sounds is beginning to have a positive impact on the development of children's reading and writing skills. There is an appropriate balance between adult-led activities and those that children choose for themselves.

The headteacher currently provides satisfactory leadership of the provision since a new leader has not been formally appointed. Teaching and learning are regularly monitored and staff receive appropriate training support through, for example, the City Challenge Project.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Almost half of parents and carers responded to the questionnaire. They are in support of the school and have no major concerns. They are unanimous in reporting that their children enjoy school. Almost all say the school keeps their children safe, a fact supported by the inspection. While most are pleased with the quality of education, just a few have concerns that their suggestions are not readily taken on board by the school. Inspectors found that the quality of education is satisfactory and the school is working on developing the partnership with parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stamford Hill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	73	28	26	1	1	0	0
The school keeps my child safe	74	70	31	29	0	0	0	0
My school informs me about my child's progress	62	58	43	41	0	0	0	0
My child is making enough progress at this school	55	52	44	42	3	3	0	0
The teaching is good at this school	60	57	42	40	2	2	0	0
The school helps me to support my child's learning	62	58	39	37	2	2	1	1
The school helps my child to have a healthy lifestyle	51	48	50	47	1	1	0	0
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)	46	43	43	41	4	4	0	0
The school meets my child's particular needs	47	44	50	47	2	2	1	1
The school deals effectively with unacceptable behaviour	47	44	53	50	2	2	1	1
The school takes account of my suggestions and concerns	40	38	52	49	4	4	1	1
The school is led and managed effectively	55	52	45	42	2	2	1	1
Overall, I am happy with my child's experience at this school	62	58	39	37	2	2	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



22 October 2010

Dear pupils

Inspection of Stamford Hill Primary School, London N15 6HD

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were all very impressed by your friendliness and how clearly you expressed your opinions. The valuable information you gave us was a great help. You go to a satisfactory school. The curriculum, teaching in the lessons and your learning are also satisfactory. Adults look after you well. We were impressed by the positive attitudes that nearly all of you have to learning. You behave appropriately in most lessons and around the school. Here are some of the other things we found.

- You have a good understanding of how to keep safe and healthy.
- You make satisfactory progress in lessons and, when they happen, enjoy the interesting activities your teachers plan for you.
- Some of you show better progress in reading and writing than in mathematics and science.
- The school gives satisfactory support to those of you who need more help with learning.
- You like to support the school and local community and you have sound understanding of those who live in communities different from your own.

Some of you are not doing as well as you should in mathematics and science, so we have asked the school to help you improve in these subjects. Also, to help you to perform even better, the teachers are asked to make sure that they mark your work and help you know how to improve further. Because some of you are taken abroad during the school term by your parents and carers, we are asking the school to make them aware of the need for your good attendance in school. You can help by always working hard.

We wish you well for the future.

Yours sincerely

Raminder Arora
Lead inspector

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