

# Stroud Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	131096
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	360209
<b>Inspection dates</b>	12–13 July 2011
<b>Reporting inspector</b>	Ruth McFarlane

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bolu Heather
<b>Headteacher</b>	Denise Sewell
<b>Date of previous school inspection</b>	27 February 2008
<b>School address</b>	Woodstock Road London N4 3EX
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## Introduction

This inspection was carried out by three additional inspectors. A total of 18 lessons were observed and 17 teachers were seen. Meetings were held with members of the governing body, staff and pupils. Inspectors observed the school's work and looked at a range of school documentation including policies, safeguarding arrangements and the school improvement plan. They looked at data showing pupils' assessment and progress over the last three years, and pupils' current work. The inspection team spoke with parents and carers, and analysed 125 parental questionnaires, as well as questionnaires completed by 112 pupils and 18 staff.

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

- Whether pupils' progress is consistent in all groups, subjects and sections of the school.
- The impact of the school's use of assessment on pupils' achievement.
- The impact of the curriculum on pupils' learning and well-being.
- Whether or not staff who hold particular responsibilities contribute successfully to the drive for improvement.

## Information about the school

The school is larger than average and serves a culturally and socio-economically diverse community. Fewer pupils than average are from White British backgrounds. The main minority groups are Black Caribbean and Black African. More pupils than average are at an early stage of speaking English; the most common languages spoken are Turkish and Somali. The proportion of pupils with special educational needs and/or disabilities is higher than average; mostly, the difficulties are language and communication, specific learning or behavioural, emotional and social. The proportion of pupils with a statement of special educational needs is below average. The school has Healthy Schools status and has several awards, including Activemark and the intermediate International School Award. The Early Years Foundation Stage comprises two full-time Nursery classes and two Reception classes.

There is a children's centre on the site, managed by the governing body and inspected separately, at the time of this inspection, with a separate report. Before- and after-school care is not managed by the governing body and was therefore not inspected.

**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

This is a satisfactory school. Pupils make satisfactory progress so that they leave in Year 6 with broadly average attainment, adequately prepared for their next school.

The strongest aspects of the school are the curriculum and the care, guidance and support provided. These lead to pupils' well-developed personal skills, their good behaviour, and their well-honed spiritual, moral, social and cultural awareness. Pupils say they feel very safe at school, and they know how to keep safe, for instance on the internet, or near water, near railways, and on the roads. They have developed a good understanding about how to live a healthy lifestyle. They enjoy greatly the additional activities, such as karate, gardening and cookery. There are strong partnerships with secondary schools, for example to enhance the expertise and resources available to pupils for information and communication technology (ICT). Links with the local authority enrich music and performing arts provision. A local sport and enterprise partnership led to the school winning a 'Primary Challenge'. Well-established partnerships to support pupils' well-being reap tangible benefits, especially for pupils needing specialist help, and lead to the school's notable success in helping pupils overcome barriers to their learning.

Children receive a satisfactory and happy start to their education in the Early Years Foundation Stage. However, children's starting points are not measured precisely enough, making it difficult to plan for, and assess, progress over time. Staff check learning well in the small group they are leading, but children's participation and success in free-choice activities is not clearly monitored, and planning is not adjusted promptly enough for children to make more than satisfactory progress. In the rest of the school, in the best lessons, teachers make good use of accurate assessments of pupils' prior learning to provide exciting challenges for all abilities. However, sometimes, teachers over-direct the pupils and take too large a proportion of the lesson recapping previous work and repeating what pupils already know. This slows pace and curtails the opportunities for pupils to apply what they know to new problems and to find things out for themselves. The setting of targets is well established but pupils are not reminded about them often enough during lessons so that some pupils are not sure how to move on to the next level in their learning.

Although the quality of teaching is monitored regularly by school leaders, checks on the impact of teaching and learning, by the governing body and by school leaders, are not sufficiently robust. Information about pupils' progress is plentiful but complex, and this restricts its ready use to enable the other eager and able managers, including subject leaders, to contribute fully to the drive for improvement. However, all staff contribute regularly to the school's accurate self-evaluation. Action since the last inspection has led to improvements in the curriculum and the development of all the progress data. The work

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to reverse the dip in mathematics attainment last year has been successful. Consequently, the school demonstrates satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Improve teaching, accelerate progress and raise attainment by:
  - improving the pace and excitement of lessons, so that a greater proportion of each lesson is spent by pupils on active learning
  - giving pupils more opportunities to apply their own thinking and imagination to their writing and problem-solving tasks
  - ensuring that pupils are reminded more frequently of their individual learning targets in lessons.
- Enhance the effectiveness of the governing body and school leaders by:
  - managing the information about pupils' progress more simply so that it is more readily analysed and used by managers at all levels
  - rigorously monitoring and evaluating the quality of teaching and learning and taking prompt action to increase its impact to good.
- Raise all aspects of the Early Years Foundation Stage to good, by
  - measuring children's starting points and progress more precisely
  - accelerating the use of day-to-day assessments to guide next steps
  - improving the organisation of the setting and staff, to enable a fuller picture to be drawn of children's participation and performance in all activities provided.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Having entered the school with skills that are broadly in line with those expected for their age, the majority of pupils achieve satisfactorily because teaching is satisfactory. Attainment in English has historically been better than that in mathematics, but the unvalidated broadly average attainment for 2011 in both subjects confirms the equality seen in classes.

The school takes positive steps to break down barriers to achievement by, for example, the effective use of teaching assistants and the setting of targets known to all staff. Consequently, all the different groups of pupil make equivalent progress. This includes pupils with special educational needs and/or disabilities, and minority ethnic groups, and those who speak English as an additional language, such as the Turkish and the Somali pupils, as well as those whose circumstances may make them vulnerable.

Pupils say they enjoy school. They demonstrate positive attitudes to their learning and this makes for calm yet busy classrooms. An increasing but lower-than-average proportion of pupils achieve the higher National Curriculum levels because, in some lessons, insufficient focus is given to the development of higher-level thinking skills, in mathematics and in writing. In a few lessons observed, there were over-long sessions of listening to the

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teacher rather than working on tasks to develop these skills. When pupils worked on exciting tasks, their progress accelerated. In a good example in literacy, a class of upper Key Stage 2 pupils cooperated well in pairs to choose characters featured in a painting by Lowry, attributing descriptions to the characters and creating imaginary scenarios.

Pupils take their responsibilities seriously, for example as school councillors and reading buddies, where older pupils help younger ones with their reading. They have firm views on what is right and wrong, and believe the school systems to maintain order are fair. Pupils are polite, tolerant and thoughtful towards others, encouraged by good opportunities to explore personal and social issues. Attendance is average overall, and better for the older pupils. 'Eat with your Child' week, and 'Bike-it Week', together with pupils' contribution to the school's work to achieve Healthy Schools status and Activemark, show pupils' good understanding of how to lead a healthy lifestyle. Cultural development is good, not least because pupils are familiar with a wide range of cultures and beliefs present in the school and local community. However, meaningful links with families from the wider national community are less well developed.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

The caring support provided offers good guidance and nurture for pupils, whatever their backgrounds. Parents and carers commented on the warm and welcoming environment. The school places importance on including everyone, and is especially successful in

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helping those pupils who have significant barriers to their learning. The programme for those who speak English as an additional language enables them to acquire language skills quickly so that they can rapidly benefit from all the curriculum has to offer. Plenty of opportunities are provided for pupils to prepare for their next class, and their next school. Efforts to improve attendance have had most impact in Key Stage 2 where pupils' attendance is now above average in response to some exciting curricular events.

The curriculum has its greatest impact on pupils' personal skills and their spiritual and cultural development, shown, for instance, by the school's International School Award. Adjustments to provision, designed to improve mathematics attainment, have also been successful, and include a 'Maths Week' and the introduction of nationally recognised methods for assessing progress and identifying next steps. Provision for ICT has improved since the last inspection. Themed weeks and links between subjects, often involving the community, are interesting and varied. An example is the recent 'Parakeet Parade' event, which involved upper Key Stage 2 pupils in working with a professional local artist. The best lessons reflect teachers' response to these stimuli, setting practical tasks that require pupils to solve problems and apply their skills and knowledge imaginatively. In these lessons, teachers share clear and precise objectives for pupils to achieve and set out clear criteria for success. They use a wide range of strategies to support and challenge pupils of all abilities.

Teachers have good relationships with their pupils which fosters good behaviour and positive attitudes to learning. Teachers' subject knowledge is good. They make largely accurate assessments of pupils' progress, but they do not consistently guide pupils to attain their individual targets. Occasionally, they spend too long recalling previous learning, limiting the time available for moving on briskly to the challenging tasks planned, which are well matched to pupils' different abilities. Consequently, in these lessons, learning is no more than satisfactory. The systems for setting targets to support learning for pupils with special educational needs and/or disabilities are beginning to lead to faster progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

All the school's leaders and managers know the school well. Their vision and ambition is shared with all staff and is focused on accurate priorities. Success in the drive for improvement since the last inspection is mainly evident in the curriculum adjustments that have helped reverse the dip in mathematics attainment. These changes included the introduction of much-improved assessment techniques, target setting and progress

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measures, interventions to enable individual weaknesses to be remedied, and a themed week dedicated to the subject. The overhaul of the curriculum and strengthening of partnerships has seen pupils' attendance improve and has enhanced their overall learning experiences. However, leaders' and managers' attention to these priorities has slowed the efficacy of their work to ensure consistently good teaching and learning.

The governing body fulfils its statutory duties well and ensures that pupils and staff are safe through satisfactory safeguarding arrangements. Staff and governors have clear roles in safeguarding children, and review related policies annually. Training is up-to-date. The governing body has a clear understanding of the strengths and weaknesses of the school. Governors are fully involved in setting priorities for improvement. They carry out monitoring visits but the systems are not rigorous enough to make more than a satisfactory impact. Parents and carers appreciate the link with the children's centre, and associated services, on the site. They feel this prepares them appropriately for their children's entry to the Nursery classes. The school's other local links and partnerships in the local area, to promote pupils' learning and well-being, are a strong feature of its promotion of community cohesion. However, action plans in this respect are just beginning to be evaluated and meaningful links with families from other national communities are underdeveloped. The school satisfactorily promotes the understanding of diversity and equality of opportunity. This leads to equal and satisfactory achievement for all groups and confirms that the school provides satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children's outcomes fluctuate, but overall attainment is broadly average. Weaker areas, in writing, in shape, space and measures, and in knowledge and understanding of the world, reflect a weaker start in these areas. Inspectors saw good examples of adults tackling

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weaknesses through focused group work. For instance, Nursery children were thoroughly absorbed in writing letters of invitation to their parents and carers, to an end-of-term party; others were on a 'shape hunt', threading wooden beads, and Reception children showed continuing interest in learning about life in Australia. However, the impact of these activities is not yet evident in outcomes, and individual staff are often focused on one group, limiting their ability to note what other learning is taking place through children's free-choice activities. Children enjoy their learning experiences; they work well alongside each other and are developing positive attitudes to learning. They show satisfactory understanding of how to adopt healthy hygiene practices and are confident to consult adults about their safety.

Leaders and managers of the Early Years Foundation Stage provide satisfactory leadership overall, but their assessment of children's skills and abilities on entry are too general to be used to monitor their progress sharply. Although records of regular observations are kept, their use to guide next steps is sometimes delayed. However, there is a good balance of adult-led activities and opportunities for children to make their own choices, indoors and outside, and staff provide caring support and sound attention to children's welfare.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

An average number of parents and carers responded to the questionnaire. Most responses were positive, supporting the school's work. Parents and carers feel strongly that their child enjoys school and that the school keeps their child safe. A few parents and carers feel that the school is not led and managed effectively or that their suggestions and concerns are not taken into account. Inspectors investigated these concerns during this inspection. While they judged these aspects to be satisfactory, they have recommended action to improve the effectiveness of the school's leadership and management.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stroud Green 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 125 completed questionnaires by the end of the on-site inspection. In total, there are 368 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	68	38	30	1	1	0	0
The school keeps my child safe	71	57	52	42	1	1	0	0
My school informs me about my child's progress	47	38	68	54	8	6	1	1
My child is making enough progress at this school	55	44	64	51	4	3	1	1
The teaching is good at this school	62	50	52	42	8	6	0	0
The school helps me to support my child's learning	54	43	60	48	6	5	3	2
The school helps my child to have a healthy lifestyle	43	34	71	57	9	7	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)	41	33	72	58	4	3	0	0
The school meets my child's particular needs	51	41	62	50	8	6	0	0
The school deals effectively with unacceptable behaviour	59	47	58	46	5	4	0	0
The school takes account of my suggestions and concerns	38	30	69	55	13	10	2	2
The school is led and managed effectively	43	34	61	49	16	13	4	3
Overall, I am happy with my child's experience at this school	61	49	60	48	3	2	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



15 July 2011

Dear Pupils

**Inspection of Stroud Green Primary School, London N4 3EX**

It was lovely to talk with so many of you when we visited you recently. The other inspectors and I enjoyed our time in school and appreciated all that you had to tell us. We judged that your school is satisfactory. You leave with similar standards as other children of your age, having made satisfactory progress at school. This is mainly because teaching is also satisfactory.

Your personal development is mostly good: you are polite and considerate of others. Your behaviour is good and you told us you enjoy lessons best when you are given work that makes you think hard. The teachers have worked out a good curriculum with lots of exciting activities for you to take part in. You told us how much you especially liked the gardening and cookery activities.

To make sure the improvements continue and standards rise further, we have asked the governing body and headteacher to make more checks on how well you are learning in class. We have asked for the school leaders' information about your progress to be streamlined so that those staff with responsibilities for managing subjects can check more easily how their subject is being taught through the school.

We have asked staff to make sure lessons go at a brisk pace and include lots of opportunities for you to think things out for yourselves. We have asked that you and your teachers keep checking what level you are aiming for in your learning, and how to get there.

We have asked that staff who look after the Nursery and Reception classes check carefully exactly what children can do when they start at school, and every day, and that they use this information better to make sure the children are making as much progress as they could.

All of you can help by continuing to enjoy school and by doing your best.

Yours sincerely

Ruth McFarlane

Lead inspector

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