

Stamford Hill Primary School

Berkeley Road, London, N15 6HD

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is too variable across the school and there is not enough that is good or better.
- Teachers and support staff do not work well enough together to plan tasks and activities for pupils who find learning hard.
- Teachers do not always involve pupils in discussing how their work could be improved in lessons.
- Pupils are not making enough progress in writing.
- Marking is not always clear about how pupils can improve their work and they do not have time to respond to and correct their mistakes.
- Pupils' behaviour at break times is not always as good as that seen in lessons, and pupils do not have enough opportunities to take on responsibilities.
- Activities are not planned well enough in the Early Years Foundation Stage to develop pupils' language.
- School development planning does not focus closely enough on improving teaching and the progress that pupils make in lessons.
- Governors are not yet clear enough about how to support and challenge the school effectively.

The school has the following strengths

- The headteacher is developing a strong staff team, focused on raising standards.
- Middle managers are developing the skills of other teachers and support staff.
- The school is improving. Pupils are making better progress in all classes and particularly in reading and mathematics.
- Pupils and staff get on well and enjoy working together. Pupils feel safe.
- Parents and carers are supported well in helping their children at home, for instance through mathematics workshops.

Information about this inspection

- Inspectors observed teaching in all classes, visiting 14 part lessons and observing all teachers.
- Discussions were held with the headteacher and other leaders and managers, members of the governing body, an officer from the local authority and pupils.
- The inspection team looked at a range of documents, including the school's self-evaluation and development plan, minutes of meetings of the governing body, safeguarding arrangements and work in children's books.
- Inspectors took account of the views of parents and carers at the beginning and end of the school day, as well as those of the 11 parents and carers who responded to the online questionnaire, Parent View.

Inspection team

Jennifer Barker, Lead inspector

Additional Inspector

John Mason

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school, with one form of entry.
- The headteacher has been in post since September 2011. The Chair of the Governing Body has recently changed.
- A high proportion of pupils join the school at times other than the usual starting point and many are at the early stages of learning English.
- The proportion of pupils eligible for pupil premium funding, which provides additional resources for children in the care of the local authority, pupils known to be eligible for free school meals and children from service families, is well above average.
- The proportion of pupils from minority ethnic backgrounds, and who speak English as an additional language, is well above average.
- No alternative provision is organised for pupils.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of those supported through school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is all consistently good or better by:
 - ensuring that teachers use assessment information to plan for the full range of pupils in lessons
 - getting teachers and support staff to work together to develop resources and activities that build on pupils' starting points
 - ensuring that teachers use assessment effectively in lessons to involve pupils in discussing, sharing and evaluating their work
 - ensuring that marking relates to pupils' targets, and that they can respond to and correct their mistakes
 - making opportunities for pupils to apply their English and mathematics skills, particularly writing, across a range of subjects.
- Develop the range of activities and resources in the Early Years Foundation Stage and develop children's language and communication skills more effectively through better interaction with adults.
- Improve pupils' behaviour in the playground, set high expectations as to how pupils should take a greater responsibility for their own behaviour and provide them with more opportunities to take on responsibility.
- Improve the cycle of development planning so that monitoring and evaluation are more sharply focused on the strengths and weaknesses in teaching.
- Improve and develop the role of governors so that they play an effective role in holding the school to account for its performance.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement. Although it is improving, good progress is not consistent across the school because of weaknesses in teaching.
- Children enter the Early Years Foundation Stage with skills that are very low, particularly in language and communication. Their progress is variable across the stage as many children leave and others enter the school during this time. Limited interaction with adults in the Early Years Foundation Stage is inhibiting the development of children's language and communication skills.
- Pupils' attainment is still low when they move into Year 1, and standards at the end of Key Stage 1 were below average in 2012.
- Pupils' writing remains a weakness, both their handwriting and presentation. There are too few opportunities for pupils to practise different types of writing, both in English and in other subjects.
- Pupils are beginning to make better progress. In 2012, results of national assessments at the end of Key Stage 2 showed standards to be broadly average in English and mathematics. Work seen in books across the school shows that pupils are improving in English and mathematics across all year groups.
- Phonics (the linking of sounds and letters) is now taught systematically, with all staff trained to teach younger pupils. As a result, all pupils are able to work out unknown words for themselves and are developing better fluency and understanding, although occasionally a small number of pupils do not have enough daily practice with reading.
- Pupils are making better progress in mathematics than has previously been the case. A very successful intervention programme is developing pupils' calculation skills well. One pupil was keen to tell inspectors that he could now add up the shopping bill in his head, so the work the school is doing through workshops with parents and carers is also having an impact on pupils' progress.
- Additional funding for those eligible for the pupil premium is focused on the development of reading, including early interventions for younger pupils, additional staffing for older pupils and mathematics interventions across the school. As a result, pupils known to be eligible for free school meals are making at least the expected progress and some are making good progress and their average points scores (APS) compare favourably with and at times better than other pupils in school.
- The learning and progress of disabled pupils and those with special educational needs is similar to others and sometimes better. There are some marked gains in progress, particularly at the ends of key stages, but this is not consistent across all year groups.
- Pupils who speak English as an additional language, who often join the school at different points in the school year, make the expected progress, with some doing better as they become more competent in English.

The quality of teaching

requires improvement

- Although teaching has improved and the majority of lessons ensure pupils make at least the expected progress, the quality of teaching is not yet good enough. Planning is not sufficiently focused on pupils' starting points to enable them to make consistently good progress. Teachers and support staff do not always work well enough together to develop resources and practical activities that engage and support pupils from low starting points.
- Adults in the Early Years Foundation Stage do not use child-led opportunities to develop pupils' speaking, for instance comparing the size of dinosaurs. Across the school, the pace of lessons is at times too slow and teachers miss opportunities to assess pupils' work, adapt their lessons and involve pupils in sharing and comparing the strengths and weaknesses of their work.

- Relationships in lessons are positive and pupils have opportunities to discuss their work in pairs. In the Early Years Foundation Stage, activities are planned across all areas and linked to stories so that, with this and a systematic approach to teaching phonics, children are developing literacy skills and starting to read and write.
- Across the school, in the best lessons teachers deploy teaching assistants effectively to work with the lower achieving pupils, for instance by planning writing and developing vocabulary for those who are at an early stage of learning English.
- Marking is regular and some comments are helpful in showing pupils how to improve their work. However, this good practice is not universally evident across the school and is not linked to pupils' targets and what they need to do next to improve. Pupils are not given time to respond to teachers' comments, practise their skills and correct misconceptions and mistakes.

The behaviour and safety of pupils requires improvement

- Pupils do not always take responsibility for their own behaviour and a high level of guidance is needed to ensure they behave well in less-structured situations around school and in the playground.
- Pupils' attendance has improved and is now broadly average, and substantially higher than in the same period last year. However, the school is already working on the attitudes of a small number of parents and carers with regard to them taking their children on holiday out of school time or not attending in bad weather.
- Behaviour in lessons and around the school has improved and this is a result of raised expectations and a behaviour policy which is clear to all. Parents and carers were generally happy with behaviour at the school although some expressed concerns about behaviour at lunchtimes. Pupils would like a greater range of activities at break times and to be involved in taking responsibility for their development.
- Pupils and parents and carers strongly agree that pupils are safe in school. Pupils are aware of different types of bullying, such as name-calling and cyber bullying, and are confident that adults will help them if they have any concerns. They are very clear that there is no racism in the school and there are no recorded incidents.
- Pupils are sometimes involved in developing aspects of safety in school. One pupil talked about her role in being trained in how to keep safe on the roads and then training other pupils in the school, including setting up competitions for posters about road safety.

The leadership and management requires improvement

- Leaders and managers are not yet sharply enough focused on improving teaching so that weaknesses are quickly identified and tackled and good practice disseminated. There are too few planned opportunities to share practice and develop teachers' skills through well-focused school development planning, linked directly to the progress of pupils.
- The headteacher is determined to challenge these weaknesses, raise expectations and ensure that this school becomes 'a haven for pupils where they can learn and do well'. Middle leaders are in the process of developing their leadership skills well through clear direction and training, and the local authority is providing good support for this. The regular and improved tracking of pupils' progress is increasingly ensuring that no individuals or groups are allowed to fall behind and boys are catching up with girls. The school is striving to ensure that all pupils have equal opportunities to succeed and discrimination is not tolerated.
- The school is improving. There is now a new and more effective focus on linking targets set for teachers and the performance of pupils, and relating pupils' rates of progress to the salary progression of teachers.
- Initiatives, such as focused interventions in mathematics and the structured teaching of phonics

and reading, together with improvements in teaching, are beginning to have an impact on pupils' progress across all year groups.

- Partnerships with other schools locally and beyond, linked to training in the systematic teaching of phonics and improving the environment in the Early Years Foundation Stage, are also having an impact on school improvement.
- The development of workshops for parents and carers, for example on improving calculation skills and linked to homework from Year 2, is valued highly by them, as seen in the high turnout.
- The curriculum is broadening. For instance, good-quality teaching of the guitar and drama for all pupils develop their confidence in speaking, listening and collaboration. Art teaching based on the work of famous artists, well-established Spanish teaching and trips linked to the curriculum contribute well to pupils' spiritual, moral and cultural development.
- **The governance of the school:**
 - Recent changes in the governing body, including a number of new governors, mean that there is work to do in defining governors' roles and responsibilities and ensuring that all governors are trained to support and challenge the school effectively. They are not fully conversant with the performance of the school when compared to schools nationally. Although governors are aware of school priorities, their visits to the school are not focused on increasing their awareness of the quality of teaching or linked to the progress of different groups of pupils. However, governors have an accurate overview of the school's work and recent improvements through development planning and assessment updates. They are fully aware of how the pupil premium funding is spent and of the improving outcomes for this group. They understand how staff promotion is now linked to pupils' success in making progress. Governors ensure that procedures for safeguarding pupils meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102112
Local authority	Haringey
Inspection number	404808

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	230
Appropriate authority	The governing body
Chair	Andreas Adanides
Headteacher	Kathleen O’Sullivan
Date of previous school inspection	19–20 October 2012
Telephone number	020 8800 2898
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