

# Stroud Green Primary School

Woodstock Road, London, N4 3EX

## Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well because they are taught well in all classes. By the end of Year 6, they reach standards which are above average in reading, writing and mathematics.
- Teaching is good and some is outstanding. In the majority of lessons, teachers show that they expect pupils to do their best and to behave well.
- Pupils from different groups, including disabled pupils and those with special educational needs, make good progress. This is because their needs are understood and they receive good support.
- Provision in the Nursery and Reception classes is good. From starting points that are below those typical for their age, children make good progress.
- Pupils receive good advice on how to improve their work. Teachers' spoken feedback and written comments are acted upon by pupils and this secures their good progress. The marking of written work is particularly high quality.
- Behaviour is good, in lessons and around the school. Pupils feel safe, have positive attitudes towards school and genuinely enjoy learning.
- The school is led and managed well. The headteacher has successfully improved the quality of teaching and attendance to above average. This has led to improved results.
- Governors know the school's strengths and weaknesses. They provide good support and also ask demanding questions to make sure it keeps on improving.

### It is not yet an outstanding school because

- Not enough pupils make the rapid progress in English and mathematics necessary for achievement to be outstanding.
- Teachers do not always give pupils opportunities to find things out for themselves and use their initiative. This occasionally limits progress because pupils are too dependent on teachers' instructions.

## Information about this inspection

- Inspectors observed 18 lessons, one of which was jointly observed with the headteacher. In addition, the inspection team made a number of other short visits to observe support and small-group booster sessions.
- Inspectors also watched two school assemblies, one celebrating Chinese New Year and the other, a singing assembly.
- Inspectors listened to pupils read and met with two different groups of pupils. They spoke with three school governors, one local authority representative and the school’s improvement consultant who is independent of the local authority. They also spoke to school staff, including senior and subject leaders.
- Inspectors took account of the 35 responses to the on-line Parent View survey when carrying out the inspection, and also spoke to parents and carers who were bringing their children to school. Responses to 20 staff questionnaires were also considered.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s data on pupils’ current progress, planning and monitoring, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Aune Turkson-Jones, Lead inspector

Additional Inspector

Jill Thewliss

Additional Inspector

Samuel Ofori-Kyereh

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average primary school.
- The majority of pupils are from minority ethnic groups and the proportion who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion of those supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children and those known to be eligible for free school meals, is well above average.
- Provision for children in the Early Years Foundation Stage is in the Nursery and Reception classes.
- The breakfast club on site is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school uses its own facilities to teach pupils and does not make use of any alternative provision.

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

- Improve teaching and achievement so that it becomes outstanding, by:
  - making sure that pupils know how to improve their work in all subjects and continuing to raise the quality of marking in mathematics, so that it is as high in quality as it is in English
  - creating more opportunities for pupils to find things out for themselves and show initiative, so that they can make even more rapid progress.

## Inspection judgements

### The achievement of pupils

is good

- Children joining the school in the Nursery class have skills which are below the levels expected for their age. They make good progress through the Early Years Foundation Stage because teachers and adults plan together and encourage them to develop confidence and independence in their learning.
- Pupils make good progress through the school and by the end of Year 6, are reaching standards which are above average overall. In previous years, the attainment at the end of Year 6 has been broadly average because teaching was satisfactory. School data show that all pupils in Key Stage 2 have made good progress since teaching improved and the current Year 6 are on track to reach even higher standards.
- Parents, carers and pupils say that progress is now good. Gaps in attainment between girls and boys are closing. Pupils known to be eligible for free school meals also achieve well. Their average points score is ahead of others' nationally for all subjects and their achievement in mathematics is particularly good. In school, the difference in points between those eligible and other pupils is reducing and is getting closer to that seen nationally. Extra funding through the pupil premium is used very effectively to provide targeted support in school and to bring families into a range of different learning workshops.
- Standards of reading have risen and overall are above average. The more-able pupils in Years 2 and 6 read fluently and with good expression, demonstrating skill levels above those expected for their age. Less able pupils in these years show a secure grasp of the principles of reading and how they have been taught to cope with unfamiliar words. Pupils speak happily about their enjoyment of reading. Year 1 pupils achieved higher than average results in the national phonics check.
- Disabled pupils and those who have special educational needs receive good-quality support and achieve well as a result. Additional funding to provide adult support for smaller groups has been effective in promoting pupils' success in learning.
- The achievement of pupils from minority ethnic groups is similar to other pupils and is now good. Those who speak English as an additional language also make good progress, because the school identifies their needs early on and provides appropriate support. The school is also active in working with parents and carers and organising activities to encourage them into school.
- All pupils make at least good progress in lessons. In a few of the lessons observed, progress was outstanding. Pupils are keen learners and rise to the challenges set for them by their teachers. In a religious education lesson, two classes joined together to learn more about Islam and willingly collaborated in a range of quickly paced activities, sharing ideas and greatly benefiting from increasing their knowledge of other religions, mathematics and geography as well.

### The quality of teaching

is good

- Lesson observations, work seen in pupils' books and the school's own records show that good teaching over time enables pupils to make good progress and achieve well. In the majority of lessons, teaching is consistently good. This evidence also shows that teaching has improved over time, and is now outstanding in a few lessons.
- Teachers in school plan together, carefully taking account of what pupils already know understand and can do. This ensures that activities are suitably demanding for most pupils and engage the interest of both boys and girls, motivating them well.
- The school provides good support for disabled pupils and those who have special educational needs. All pupils receive high-quality support from teachers and dedicated teaching assistants at the right level for them within lessons and in one-to-one or small-group activities. Their progress is carefully tracked so that they achieve well. This

approach particularly helps those pupils who speak English as an additional language to make the same good progress as others in their classes.

- Pupils who receive pupil premium funding are well supported by the learning mentor who knows individual pupils and makes sure that they are ready for their studies each day.
- Activities in lessons are lively and varied and teachers use different methods and resources to bring subjects to life. Teachers use information and communication technology (ICT), visual aids and a range of paired and group activities so that pupils can be more actively involved in their learning. Their resulting motivation and enjoyment of learning contribute to their good progress.
- Children in the Early Years Foundation Stage, benefit from well-organised activities and enjoy learning early reading and writing skills in different ability groups. Teachers and skilful support staff encourage children to find things out for themselves and develop their independence.
- In the small number of lessons where teaching is outstanding, teachers are very effective in creating opportunities for pupils to develop their thinking, apply ideas and find things out for themselves. However, this is not widespread across the school and often pupils are overly dependent on the teacher for direction.
- Marking across the school is consistently good although the marking of pupils' written work is better developed than in mathematics. Pupils say that they value this as it helps them to know how to improve and to reach their targets. Pupils respond to teachers' comments which help them to make good progress.

### **The behaviour and safety of pupils** are good

- Pupils are polite and well behaved around the school. They hold doors open and volunteer to help others without being asked to. They respond well in class, especially when teaching is good, and show positive attitudes to learning.
- The parents and carers who responded to Parent View, and staff who completed the school questionnaires, agree that behaviour in lessons and around school has improved.
- Pupils are proud of their school and the older ones speak positively about how the atmosphere has changed for the better. They treat each other with mutual respect and are tolerant of each other's differences. Older pupils take on the roles of playground buddies and Year 6 pupils read with Reception children, and others train as peer mediators, helping to resolve conflicts in the playground.
- School councillors form a pro-active group representing their peers well and taking actions to improve the school seriously. Having expressed a concern over litter and the condition of the school toilets, they swiftly approached school leaders, drew up a charter and instigated a series of improvements which they expressed great pride in.
- Staff manage pupils' behaviour consistently well across the school and this has contributed directly to the calm and positive atmosphere in the school. Behaviour is not yet outstanding because pupils do not manage their own behaviour to a high enough standard without the need for adult intervention.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand risk and know about different types of bullying and how to keep themselves safe, especially on the internet. There are few racist incidents and discrimination is not tolerated.
- Pupils say that they feel safe in school.
- Attendance has improved and is now above the national average. The school has been pro-active in raising attendance and continues to work with parents and carers and reward pupils for being good attenders.

### **The leadership and management** are good

- The headteacher has been successful in establishing and communicating a clear vision of improvement for the school. Members of the leadership team work well together and their high expectations are reflected throughout the school.
- The school now keeps all aspects of its work under constant review and has greatly improved systems to track and monitor pupils' progress. Leaders act quickly to address any gaps and ensure that the pace of progress is not hampered. School improvement plans are realistic and they illustrate the school's ambition to seek ongoing improvement. Plans to raise standards are linked directly to the monitoring of teaching and learning and in turn to pupils' progress. School leaders have been successful in raising standards of reading, writing and mathematics across the school.
- Leaders make sure that the way they check on teachers' performance links directly to whole-school priorities, the impact on pupils' progress, and in turn staff salaries. This has raised the quality of teaching in the school, including the proportion of outstanding lessons.
- Pupils are taught a broad and interesting range of subjects. Special events provide inspiring and memorable experiences, and pupils enjoy the different subjects and topics they study. Pupils greatly enjoy learning Spanish, street dance and involving themselves in the variety of after-school clubs. Pupil premium funding enables those who are eligible to be involved in a wide range of clubs and activities as well as bringing parents and carers in to learning workshops. This has helped pupils to feel more settled and be more fully included in the life of the school and has secured their good progress in line with their peers.
- Equal opportunities are rigorously pursued. No pupil, regardless of background or need, is denied access to anything the school has to offer. Leaders ensure that there is no discrimination against any pupil.
- The school promotes pupils' spiritual, moral, social and cultural development well. A strong pastoral programme in the school is central to its commitment to the all-round development of each pupil. The school has strong links with the local community, and boosts cultural knowledge with a series of visits and trips to different parts of the capital.
- The local authority has supported the school very well. It has contributed to improvements in the quality of teaching and learning over time and helped to raise the quality of the provision in the Early Years Foundation Stage. As the school has improved and is now good, support is at a much lighter level.

■ **The governance of the school:**

- Governors work in close partnership with the school and the local authority. They show a clear determination to drive forward standards, while retaining their strong commitment to support the emotional and pastoral needs of each individual pupil. Members of the governing body are highly skilled and several have deliberately been recruited because of their backgrounds in education. They have been instrumental in changing the atmosphere in the school and make regular visits to check directly on key areas of the school's work. They have a good understanding of how well the school is performing in relation to other schools based on the available data. Governors are attached to year groups and meet staff, observe teaching, listen to readers and even teach intervention groups. Governors ensure that financial resources are efficiently managed, for example in the way that pupil premium money is spent on providing the support of a learning mentor. Governors see that targets to improve the performance of staff are checked carefully and that teachers' pay is linked to how well pupils are doing. Governors' monitoring is thorough and visits are always recorded and fed back to the governing body and headteacher. This helps them to have an insightful working knowledge of the school's strengths and what still needs to improve, and is supported by training to improve their own.

## 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

<b>Unique reference number</b>	131096
<b>Local authority</b>	Haringey
<b>Inspection number</b>	406413

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

<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>	346
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Caton
<b>Headteacher</b>	Denise Sewell
<b>Date of previous school inspection</b>	12 July 2011
<b>Telephone number</b>	020 7272 4539
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