

Stamford Hill Primary

Berkeley Road, London, N15 6HD

Inspection dates 3–4 July 2014

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
| | This inspection: | Good | 2 |
| 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.

- Standards have risen significantly since the previous inspection and pupil progress is now good.
- The achievement of all groups of pupils is good or better.
- Pupils in Year 2 have made outstanding progress this year in mathematics and writing. Progress has also been outstanding this year for pupils in Year 6.
- Pupils who are supported through the pupil premium funding make good progress.
- Pupils behave well and feel safe in school.
- Teaching is good. The school is now well staffed to enable teaching to improve further.
- The school provides a great deal of support to those pupils who could easily fall behind with their learning.
- The headteacher has been highly effective in driving improvements in teaching and raising pupils' achievement. She is receiving strong support from the senior leadership team.

It is not yet an outstanding school because

- The outdoor area in the Early Years Foundation Stage and the Nursery classroom does not support children's learning as well as it could.
- Progress in reading at Key Stage 1 and mathematics at Key Stage 2 is good rather than outstanding.
- Teachers do not always ensure that pupils follow the helpful advice in their marking.
- Occasionally, teachers give pupils work that is too easy for some or too difficult for others.
- With so many staff changes, too much responsibility for the leadership of subjects has rested on senior leaders.

Information about this inspection

- The inspection team visited 20 lessons. Many lesson observations were done jointly with the headteacher. An inspector listened to the reading of some pupils in Year 1 and observed pupils in the playground.
- Meetings were held with the headteacher, the two assistant headteachers, the inclusion manager, the Chair of the Governing Body and with a group of pupils. The lead inspector spoke by telephone with a representative of the local authority.
- There were too few responses to the online inspection questionnaire, Parent View, for these to be taken into account. An inspector spoke with a number of parents when they brought their children to school at the beginning of the day. The inspection team considered the 14 completed staff questionnaires.
- Inspectors looked at the school's work and at key documentation, including records of pupils' attainment and progress; pupils' books; and at checks on teachers' work. They also looked at records of pupils' behaviour and at the school's procedures for safeguarding pupils.

Inspection team

Margaret Goodchild, Lead inspector

Additional Inspector

Clifford Walker

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is high. The largest groups are of Black African, Black Caribbean and Any Other White Background, but the school is ethnically diverse. A high proportion of pupils speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is well above average. (This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to those who are looked after by the local authority.)
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has received support from a National Leader in Education from Tollgate School, Newham.
- There has been an almost total change of teaching staff since the previous inspection. The deputy headteacher left in July 2013 and the two new assistant headteachers' posts were recently made permanent. An inclusion manager took up post this term and a new leader of the Early Years Foundation Stage is due to join the school at the beginning of next term.
- Most members of the governing body are new since the previous inspection and a new Chair of the Governing Body took over recently.

What does the school need to do to improve further?

- Raise pupils' achievement and build on existing strengths in teaching by:
 - developing the outdoor area in the Early Years Foundation Stage and the range of learning opportunities in the Nursery classroom
 - increasing the rate of pupils' progress in reading at Key Stage 1, especially for those at an early stage of learning to speak English, and in mathematics at Key Stage 2
 - making sure that teachers always give pupils work at the right level, that is not too easy for some or too difficult for others
 - checking that pupils always do their corrections and follow the advice teachers give in their marking, and that all marking makes clear how pupils could improve.
- Strengthen leadership further by developing the role of newly appointed subject leaders.

Inspection judgements

The achievement of pupils is good

- Standards have risen significantly since the previous inspection and there has been a distinct increase in the rate of pupils' progress.
- Children join the Early Years Foundation Stage with skills that are well below those expected for their age. In 2013, children's attainment at the end of the Reception Year was below average and well below in reading, writing and shape, space and measures. Achievement in the Nursery and Reception classes has improved this year. Children are now making good progress in reading, writing and counting, in their language development and in their personal, social and emotional development.
- Results in the Year 1 screening of pupils' knowledge of phonics (the sounds that letters make) improved in 2013, but they were still well below average. There has been further improvement in pupils' knowledge of phonics this year.
- Standards at the end of Year 2 improved in 2013. This was from a low level to broadly average in mathematics, and below average in reading and writing, where girls performed better than boys.
- Current attainment at the end of Year 2 has improved further. It is broadly average in mathematics and writing, where pupils have made outstanding progress this year. Although progress in reading has been good, attainment is lower than in mathematics and writing. This is partly because pupils at an early stage in learning to speak English are not always clear about the sounds that letters make. The new inclusion manager has started to develop an intensive support programme to help them with this matter.
- Standards at the end of Year 6 in 2013 improved significantly in reading, writing and mathematics from low to broadly average. During their time in Years 3 to 6, these pupils made good progress in reading and writing and outstanding progress in mathematics. The girls' progress was particularly good.
- Pupils in the current Year 6 have made outstanding progress this year in reading, writing and mathematics, rapidly filling previous gaps in their learning. Their attainment is broadly average in reading and writing and below average in mathematics.
- At Key Stages 1 and 2, the achievement of pupils supported through the pupil premium has improved dramatically since the previous inspection. In the Year 1 phonics screening and at the end of Years 2 and 6, these pupils outperformed their classmates in 2013. At the end of Year 6, they were over a year ahead of the rest of their class. This was consistent in mathematics, reading, English grammar, punctuation and spelling. They were almost a year ahead in writing. They made outstanding progress in Years 3 to 6.
- There is no marked difference between the overall achievement of different groups of pupils, including those of minority ethnic heritage and those who speak English as an additional language.
- More-able pupils make good progress. For example, in the Reception Year, they produce a good amount of writing to accompany their drawings. Higher up the school, their speaking, literacy and numeracy skills support their learning well in a range of subjects.
- Disabled pupils and those who have special educational needs make good progress. Teaching assistants generally contribute well to their learning and pupils with behavioural difficulties receive a great deal of support.
- Occasionally, learning activities are not set at the right level and are too easy for some or too difficult for other pupils; this slows their progress. Fewer pupils currently in Key Stage 2 are making rapid progress in mathematics than in reading and writing. This is largely because the school has placed particular emphasis on raising achievement in English and is now turning its attention to mathematics.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. It is mostly good, with some that is outstanding. Teachers generally have high expectations and good subject knowledge. They have positive relationships with their pupils and promote an enthusiasm for learning.
- Teachers prepare their lessons well and make clear to pupils what they are meant to learn and what they need to do to succeed. Teachers and teaching assistants provide helpful guidance and explanations to pupils to support their progress.
- Most teachers are skilled in using questioning to draw out pupils' ideas and deepen their thinking. They make good use of pupils' ideas and clarify any misconceptions in order to move learning on. The depth of questioning is a particular strength in some classes. For example, in Year 6, dynamic teaching and probing questioning keep pupils highly focused on learning throughout and eager to do well.
- Teaching is good in a number of areas of learning in the Nursery and Reception classes. Teachers and teaching assistants work well as a team, with clear roles. They all promote children's communication and language well and the teaching of phonics is good.
- The school has begun to develop the outdoor area in the Early Years Foundation Stage and to improve the indoor areas. However, the outdoor area and the Nursery classroom do not yet support children's development as well as they could.
- The school has done much to develop the way teachers mark pupils' work. Most marking is good. Teachers generally make pupils aware of how well they have done and usually, but not always, inform them about what they need to do to improve. Pupils' books show that pupils sometimes do their corrections and reply to the questions that teachers pose in their marking. However, there are often instances where pupils do not follow the advice that marking provides.
- Teachers mostly provide pupils with suitable learning activities, for example with a good variety of materials to support their learning, and usually make sure that work is suitably challenging. Just occasionally, some activities are too easy for some pupils or too difficult for others, which slows their progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school has strengthened its systems for managing behaviour. As a result, pupils behave better than they did at the time of the previous inspection and the school is generally calm and orderly.
- In lessons, pupils nearly always concentrate well on their work. They listen well to the teacher and take an increasing pride in their work. Pupils throughout the school have more positive attitudes to learning. Those in the current Year 6 show an enthusiasm for learning that should stand them in good stead when they move to secondary school.
- Pupils get on well together and playtimes are harmonious; although, at times, a little boisterous.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school and they know about how to keep themselves safe, including when using the internet.
- Pupils know about different types of bullying. They say that there is a small amount of bullying, but they are confident that the school deals with it effectively. Pupils show a good level of tolerance and understanding for others' differences.
- The learning mentors do a great deal to support pupils who could easily fall behind with their learning and work closely with their parents. Teaching assistants make a strong contribution to supporting pupils with behavioural difficulties.
- Attendance has improved and is now broadly average. The school has met with a good level of success in improving the attendance of pupils who were persistent absentees in the past.

The leadership and management are good

- The headteacher has been highly effective in bringing about improvement since the previous inspection. She is firm in her belief that all the pupils deserve a good quality education. She has

been relentless in tackling weaknesses in teaching and making clear that teachers are accountable for their pupils' progress. The headteacher's high expectations have led to a significant rise in standards and to the school's increased capacity to improve.

- Where necessary, the school has appointed teachers temporarily to see if they were effective before making their positions permanent. This has resulted in a number of changes in the teaching staff, but the approach has paid off. The school is now better staffed, with more effective teachers, than it has been at any time since the previous inspection.
- Rigorous management of teachers' performance includes frequent lesson observations, checks of pupils' work and close analysis of their progress. Detailed advice to teachers about how to improve their work is combined with support to develop the skills of new teachers. In Year 6, pupils' progress has been checked every two to four weeks this year and new targets set each time. In other classes, progress is checked termly. This helps to make sure all pupils receive equal opportunities to succeed and none are discriminated against.
- The two assistant headteachers are providing very effective support to the headteacher. Their particular focus this year has been on raising achievement in literacy, supporting less experienced teachers and improving behaviour. The appointment of an inclusion manager has further strengthened the senior team. She has made a very good start in identifying aspects of the school's work that could be refined.
- Many staffing changes have meant senior leaders have had to lead a number of subjects rather than being able to share responsibilities among the staff. Subject leadership roles are being established for September, when an Early Years Foundation Stage leader is also taking up post.
- Subjects and topics meet pupils' academic and personal needs well. Topics are enhanced by various educational visits and clubs, and by visitors to the school. During the inspection, an artist-in-residence was working with pupils in producing relief designs on fabric. Pupils at Key Stage 2 take part in work-related learning through an enterprise project in collaboration with local businesses. The school promotes pupils' literacy skills effectively across a range of subjects. It fosters pupils' spiritual, moral, social and cultural development effectively.
- The school makes appropriate use of its sport funding to improve pupils' health and well-being and develop their sporting skills. It is using the funding to pay for a sports coach, to improve the range of equipment available and to extend pupils' participation in sport. For example, older pupils have attended a local academy to take part in a sports festival and begun to play cricket.
- The local authority has a very detailed knowledge of the school's work and has provided a great deal of support to the headteacher, staff and governors. The school has benefited from regular meetings with the local authority to keep up the pace of improvement. Support by the authority is now less frequent in recognition of how much the school has improved. The school has worked closely with Tollgate School to support improvement. It has also bought in the help of an outstanding school in developing the Early Years Foundation Stage.
- **The governance of the school:**
 - Following the previous inspection, a review of governance took place and the governing body was strengthened by the addition of some more experienced governors. Most governors have been trained and others are due to take part in training in the near future. Governors are making sure the most effective teaching is rewarded. They know how pupil premium funding is spent and the impact it has on the work of eligible pupils. The governing body ensures that statutory requirements are met for the safeguarding of pupils.
 - The Chair of the Governing Body is very well informed about the school, including what data reveal about its effectiveness, and some other governors are clear about this too. She has done a lot of work including a thorough audit of all aspects of governance. This identified areas where governors could be more deeply involved in the school's work. Very detailed action plans have been drawn up to increase governors' contribution to school improvement. With many changes having taken place, the governing body is at a fairly early stage in putting identified actions into practice, such as becoming more involved in school development planning.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 102112 |
| Local authority | London Borough of Haringey |
| Inspection number | 442129 |

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

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| 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 | Bridget Methuen |
| Headteacher | Kathleen O'Sullivan |
| Date of previous school inspection | 23 January 2013 |
| Telephone number | 0208 8002898 |
| Fax number | 0208 8802162 |
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