

Stamford Hill Primary School

Inspection report

Unique Reference Number	102112
Local Authority	Haringey
Inspection number	307902
Inspection dates	1–2 May 2008
Reporting inspector	Peter Nathan

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 on roll	
School	211
Appropriate authority	The governing body
Chair	Mr Peter Redman
Headteacher	Mr Gareth Thomas
Date of previous school inspection	13 October 2003
School address	Berkeley Road London N15 6HD
Telephone number	020 8800 2898
Fax number	020 8880 2162

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Stamford Hill is a smaller than average sized primary school with a diverse population. A high proportion of pupils are from minority ethnic communities with over half the children speaking a language other than English. The main ethnic groups in the school are Black African, Black Caribbean and White Other. The proportion of pupils known to be eligible for free school meals is well above the national average. The percentage of pupils who join and leave the schools at other than expected times is well above the national average. This is partly due to the amount of temporary housing in the local area.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Stamford Hill is a satisfactory and improving school. The majority of children start school in Nursery speaking little or no English. Their skills and understanding are well below those expected for children of their age. They make good progress in the Foundation Stage due to good teaching but are still below the standards expected for their age when they enter Year 1. This is particularly the case in reading and writing. Standards at the end of Year 6, when pupils leave the school, have been well below average for some years. Pupils have not made good progress in their learning but this is now being rectified. The management of the school has improved, as has the quality of teaching. Pupils are now achieving satisfactorily in English and mathematics by the time they leave Stamford Hill and are working at higher levels. Standards in science, however, remain too low and pupils' progress is unsatisfactory, particularly for the more able.

Senior leaders and governors are now giving a strong direction and vision for the school. The focus is on raising standards and this is having an impact as pupils' progress is improving. Through effective use of classroom observations, the headteacher has improved teaching. Other managers are starting to take on more responsibilities and are becoming more involved in the evaluation of the school. However, the school's systems for assessment and tracking pupils' progress are not fully in place. This means that targets are not set for pupils to support them in improving their learning and are not part of teachers' lesson planning. It also means that underperformance is not always picked up as quickly as it should be.

The quality of teaching and learning is satisfactory and improving. Teachers use a range of strategies to support progress in speaking and listening, although there is a need to cater more effectively for more able pupils. In science, pupils make inadequate progress because they do not have enough opportunities to carry out scientific investigations. The contribution of teaching assistants and other support staff is good, particularly for pupils with emotional and behavioural needs and those at the early stages of learning English. Pastoral care for pupils is supportive and strategies such as the 'targeted pupil initiative' are very effective in raising self-esteem. Marking of pupils' work is up to date but it does not give pupils' constructive feedback on how they might improve further.

Pupils behave well in the school. They enjoy their learning and particularly like the music and sports activities provided. As one pupil said, 'teachers make the subjects fun and if you need help, teachers help you and make it clearer'. Pupils work well together and have a good understanding of healthy lifestyles. Attendance has improved as a result of the school making clear to parents the importance of pupils attending each day, and is now satisfactory. Pupils have a satisfactory understanding of different cultures and they make a sound contribution to the school community, for example, through the school council.

Effectiveness of the Foundation Stage

Grade: 2

Children get off to a good start in the Nursery class. They settle in happily and form very positive relationships with the adults. They join in enthusiastically with the wide range of interesting activities that are on offer. A good balance is kept between those activities that are directed by adults and those where children can choose for themselves. Adults are very skilled at intervening in children's play to develop their understanding and extend their learning. Children

make good progress because of the good teaching and curriculum. Consequently, standards are improving and, by the end of the Foundation Stage, are now much closer than in previous years to those expected nationally. Standards are particularly strong in children's personal, social and emotional development. They remain weakest in literacy and the school is addressing this. The outside learning area has a number of shortcomings. It is not easily accessible from the classroom, some equipment needs refurbishment, and the central part floods in wet weather. Staff work hard to make good use of the facilities that are available, but pupils do not have enough opportunities for quality outdoor play.

What the school should do to improve further

- Improve the assessment and tracking system to give managers a clearer overview of pupils' progress in order to set more challenging targets for pupils and identify underperformance as early as possible.
- Improve standards in science, particularly for the more able, by giving pupils the opportunity to carry out scientific investigations.
- Improve the quality of teaching by making marking more consistent and ensuring that pupils have challenging targets and know what they have to do to improve.
- Improve the quality of outdoor play in the Foundation Stage.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Over the past three years, standards have been rising in Years 1 and 2 in mathematics and in writing from a low baseline. In these subjects, progress has been good. Because of the school's good work, standards in mathematics are now in line with the national average, although in writing they are still below national expectations. Standards in reading have been well below average but pupils' progress has improved this year and pupils are working at higher levels.

Standards at the end of Year 6 have been very low for a number of years in all subjects. Many pupils have not made the progress they should have. Pupils in the current Year 6, however, are making good progress with their learning in English and mathematics and are working at higher levels. Progress is also improving in other year groups. Standards in science, however, are still too low, particularly for more able pupils.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils have good relationships with each other and with staff. Pupils are gaining a satisfactory understanding of the wider world and of the wide range of cultures represented in the school. They have a good understanding of healthy lifestyles, enjoy exercise, and older pupils say that they have improved their eating habits since learning about balanced diets. Their positive attitudes and improving literacy and numeracy skills mean they are satisfactorily prepared for their futures, both in school and beyond.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Relationships between teachers and pupils are strong and classes are managed well. Teachers generally have appropriate expectations of pupils and challenge pupils with their questioning in English and mathematics. They also ensure that children with emotional and behavioural difficulties settle well into their learning. Pupils are not always sure how to improve their learning, as they do not have targets set for them to help them make better progress. This is reflected in planning which is satisfactory but does not always take into account pupils' needs.

Curriculum and other activities

Grade: 3

The curriculum for English and mathematics has improved considerably and is now much better matched to pupils' needs. As a result, standards in these subjects are rising. However, the science curriculum, while covering a good range of scientific topics in depth, does not provide pupils with sufficient experience of performing or devising investigations. Personal, social and health education is an increasing strength of the school. The school makes good use of extensive visits to the local area and across London to enhance pupils' learning and enjoyment. A relatively small number of well attended extra-curricular clubs are provided, mostly for older pupils. Music is a particular strength, illustrated during the inspection by the excellent standard of singing, particularly by the choir, and the high quality steel band performances.

Care, guidance and support

Grade: 3

Pastoral care for pupils is strong and pupils' feel well cared for. One said, 'Teachers are friendly and appreciate and support you.' Procedures to promote pupils' health and keep them safe are fully in place. Particularly good support for pupils' social and emotional development is provided by the learning mentor and a counsellor. The school liaises well with a variety of outside agencies to support pupils' well-being, and is working hard to improve parents' involvement in supporting their children's education.

Academic guidance and support are satisfactory. A good range of intervention strategies are used to help pupils who are at the early stages of learning English. The improving assessment systems enable the school to match this provision better to pupils' needs in literacy and numeracy. Marking of books is regular and mistakes are pointed out and corrected. However, comments are not sufficiently encouraging and do not help pupils to understand how they can improve their learning.

Leadership and management

Grade: 3

The school's senior managers and governors have a clear view of the overall effectiveness of the school and there is a satisfactory capacity to improve further. They have set challenging targets for improving standards. The school now has strong leadership. As one parent said,

'The headteacher has made visible improvements to the school's ethos and direction'. The extended leadership team have begun to contribute to and monitor the school improvement plan, which is now part of a whole school vision for improvement. Subject coordinators understand the need to take more responsibility for raising standards and for improving the quality of teaching. However, there is inconsistency in the way these roles are carried out. The analysis of data and results does not fully inform the school about the progress of different groups of pupils. This means that the impact of changes to the curriculum is difficult to monitor effectively.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

16 May 2008

Dear Pupils

Inspection of Stamford Hill Primary School, London, N15 6HD

Thank you for welcoming the inspectors to your school. We really enjoyed meeting you and your teachers and talking to you about your school. Everybody was very friendly. We think the school is improving and you are doing better in your lessons, particularly in English and mathematics. You get on well with your teachers and your behaviour is good. We particularly liked the way older children help younger children at lunch and break times. It was good to see that your attendance at school is improving too. You clearly enjoy sport and music and your choir sang beautifully during the assembly we saw.

We think that you are now being given a satisfactory level of education and if you carry on working hard as you are at the moment, your school will continue getting better. Your teachers' marking of your books was up to date, but we think that the marking needs to help you understand more how you can improve. Teachers will also gather more information about how you are doing in school, to make sure that you get the support you need. We think that you could do better in science and you should do more practical investigations. Finally, we think that the nursery playground needs to be improved as the puddles do get very big when it rains.

Thank you all again. I hope your football team does well in the national finals and I wish you the very best for the future.

Yours sincerely

Peter Nathan

Lead Inspector