

Stroud Green Primary School

Inspection report

Unique Reference Number	131096
Local Authority	Haringey
Inspection number	315715
Inspection dates	27–28 February 2008
Reporting inspector	Alison Storey HMI

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	375
Appropriate authority	The governing body
Chair	Ms Bolu Heather
Headteacher	Ms Denise Sewell
Date of previous school inspection	15 September 2003
School address	Woodstock Road London N4 3EX
Telephone number	020 7272 4539
Fax number	020 7281 5479

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Stroud Green is a larger than average sized primary school serving a culturally and socio-economically diverse community. Most pupils come from minority ethnic groups; the main groups being Black Caribbean and Black African. Almost half the pupils speak English as an additional language (EAL); the most common languages spoken are Turkish, French and Somali. A small minority are at an early stage of learning English. A few children are from refugee families. There are slightly more boys than girls. The proportion of pupils with learning difficulties and/or disabilities is slightly higher than the national average; most commonly they have moderate learning difficulties or speech, language and communications needs. The proportion of statemented pupils is about the same as found nationally.

Since the last inspection a Children's Centre has opened on the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Stroud Green is a school of which everybody enjoys being a part. Inspectors found pupils and staff welcoming and positive. The large majority of parents are pleased with the school; describing a 'friendly, welcoming atmosphere where children and parents are accepted and difference and diversity welcomed'. The school is providing a satisfactory standard of education and some aspects of its work are good.

Pupils' personal development and well-being are real strengths of the school. They develop a sense of their place in a diverse community and appreciate the chance to help or be helped through schemes such as reading buddies and peer mediators. Behaviour is good. It has improved since last inspection; rather than being managed, children now take responsibility for themselves and others and there is a calm atmosphere in school conducive to learning.

Pupils are very well cared for. Staff know individuals well and work with them and their families to meet a range of needs. Good use is made of limited additional resources to support those with learning difficulties and/or disabilities or those learning English as an additional language. There are some good examples of guidance for pupils on how to improve their work through the use of individual targets and marking but this is not consistent.

The mix of each group of children is different and so the skills they have on entry vary. They enjoy their time in the Foundation Stage and make satisfactory progress, although sometimes there are missed opportunities to extend their learning or develop their language skills. Teaching and learning are satisfactory and sometimes good. The curriculum is improving, with more creativity and links between subjects. As a result, standards have risen and are now in line with those expected by the ages of seven and 11, although the number of pupils reaching the higher levels is low. Overall pupils make the expected rate of progress. Systems are in place to track them and set targets for improvement but these are not sufficiently challenging to ensure better progress, particularly for the higher attainers.

The headteacher has a clear view of what the school should be trying to achieve if it is to meet the needs and demands of different groups and is particularly positive about the opportunities offered by the development of the Children's Centre and associated services on site. Key staff have developed in their respective roles and the range of improvements brought about since the last inspection show that there is good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 3

Established routines and good relationships help children to settle. There is a mix of adult-led activities and opportunities for them to make their own choices, indoors and outside. Children are confident; work well alongside each other and are already developing positive attitudes to learning. The majority reach the levels expected for their age across most areas of learning; but overall their skills in speaking, reading and writing and their knowledge and understanding of the world are still lower than expected of five-year olds.

There are good examples of adults extending children's learning through focused group work or intervention in their own play but this is not consistent and opportunities are missed to develop children's thinking and language skills. Planning does not always meet the needs of individuals because not enough use is made of assessments; there is more focus on some areas of learning than others and organisation of access to the outdoor area interrupts learning inside.

What the school should do to improve further

- Raise achievement, particularly of the higher attainers, by ensuring more rigorous tracking and analysis of pupil progress and improving the challenge and support for all pupils through marking and the use of targets.
- Develop the quality of provision in the Foundation Stage.

A small proportion of 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

The progress pupils make across the school varies but overall it is at the expected rate. Standards in English, mathematics and science are broadly average. This is an improvement since the last inspection and indeed in 2007 the proportion of pupils reaching the standards expected at age 11 was just above the national average. However, the numbers reaching the higher levels were low, particularly in science. Standards in information and communication technology (ICT) are below average because until very recently resources have been limited.

Pupils with moderate learning difficulties and those with speech and language and communication difficulties are making the same progress as other pupils because their individual needs are carefully considered and additional adults support them in class and small groups. The same is true for pupils who speak English as an additional language. The school has worked hard to help pupils of Turkish background. There has been a homework club; pupils have additional support in school and the use of workshops and interpreters help their parents understand how they can help their children. As a result these pupils are now reaching the same standards as others.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They appreciate being part of a diverse community, have a clear understanding of the difference between right and wrong and form positive relationships with staff and other pupils. They know why exercise and a healthy diet are important; feel safe in school; know how to take care of themselves and say there is virtually no bullying. School councillors enjoy their role and feel involved in making decisions. Attendance has improved since the last inspection and is now satisfactory, although some parents still do not get their children to school on time. Their good personal and social skills, alongside the progress they make in reading, writing and mathematics equips them for the next stage in education and their future working life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and sometimes good. The better lessons build on previous learning. Teachers share the intended learning with the pupils and use questioning effectively to check their understanding and extend their thinking. There are some good examples of teachers focusing on developing speaking and listening skills. They sometimes use

practical strategies and interactive whiteboards to involve pupils fully to support learning, but this is not consistent. There are systems in place to track attainment at the end of each year and set targets for improvement. However, these systems are not rigorous, robust or regular enough to ensure that targets have sufficient challenge or to check that progress is at least satisfactory, particularly for those pupils who could be reaching higher levels. As a result, pupils' progress varies across the school.

Curriculum and other activities

Grade: 3

The curriculum is developing to meet the needs of the pupils. The social and emotional aspects of learning (SEAL) programme has been instrumental in developing their behaviour and attitudes to learning. Quite rightly, there is an emphasis on developing the basic skills, but alongside this a number of new initiatives have been introduced which are broadening it and contributing to pupils' enjoyment. The pupils' appreciation of being a member of a diverse community is fostered by drawing in families to talk about their different cultures, and by the growing international dimension.

Until very recently provision in ICT has not been as good as it should be, largely because of insufficient computers. A new computer suite has been installed to address this.

Care, guidance and support

Grade: 2

Pastoral care and support are really strong features of the school's work. There is an emphasis on looking beyond a child's academic needs to tailor support, including outreach work to support families. The work of the Learning Mentors is a real asset. Key staff have worked together effectively to improve attendance, particularly of vulnerable pupils and are beginning to have an impact on punctuality although there is still more to be done. Good use is made of outside agencies such as the Suzy Lamplugh Trust to support pupils' awareness of personal safety. Procedures for safeguarding meet statutory requirements.

Academic guidance is satisfactory. Meetings are held to share targets with pupils and their parents. Some pupils are clear what their targets are but this is not common and, because they are not always used in lessons, they do not inform learning. Marking varies across the school and among subjects and as such is not consistently helping pupils to understand how they can improve.

Leadership and management

Grade: 3

Key senior staff provide good support for the headteacher on a day to day basis. Their leadership roles are being developed but demands on individuals' time, for example as a result of working within the constraints of a deficit budget and the development of the Children's Centre, mean that systems for communication and checks are under-developed and at times this leads to an over-optimistic view of the school's work. The role of middle managers has improved since the last inspection. They have a greater understanding of their roles and responsibilities and are monitoring standards and provision in their area.

Governors are supportive of the school. They are aware of priorities and are developing their monitoring role. Parents are generally positive about the school, although a few indicated that communication could be better. Inspectors found it is satisfactory; the school acknowledges the challenge of communicating with different groups and is looking for ways to improve.

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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	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
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	2
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?	2

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	3
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

12 March 2008

Dear Pupils

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

Thank you all for being so welcoming when we visited your school recently. We are particularly grateful to the members of the school council who talked to us about their important role and to all of you who talked to us in the playground, around school and in lessons.

We know you enjoy going to your school and we can see why. It is helping you to become confident and to understand what it means to live and work alongside people of different cultures and backgrounds. We were particularly impressed with your good behaviour. We think that most of you reach the standards for your age, but that you could do even better.

Your headteacher and governors are always thinking about ways of making your school better. Before we left we talked to them about how they can do this. We asked them to keep a careful check on how much progress you are making and to make sure you all know how well you are doing and understand what you need to do to improve. We also asked them to make sure children in Nursery and Reception have lots of opportunities to develop their thinking and speaking. We would like you to help by making sure that you all get to school on time every morning so that you do not miss any learning.

Best wishes

Alison Storey

Her Majesty's Inspector