

**HARINGEY Standing Advisory Council for religious education (SACRE)
OFSTED REPORTS - Summary of issues, February 2004**

Bounds Green Infant school
Stamford Hill Primary
Stroud Green Primary

Collective Worship & Spiritual development

In **Bounds Green** school inspectors found that provision for *'Children's spiritual, moral, social and cultural development, attitudes, behaviour and personal qualities are very good.'* They report that *'In some lessons, in science for example, they are moved by the beauty and complexity of the natural world.'* The school meets statutory requirements for collective worship and *'In some assemblies children reflect on their own and others' values of kindness and generosity in a calm and reverent way.'*

At **Stamford Hill Primary** school inspectors found that *'Pupils' personal development is good. It is supported well by the good provision made for their spiritual, moral, social and cultural development'* although they also report that provision for spiritual awareness is underdeveloped.

The team report that *'Assembly themes are well directed at raising important moral and social issues linked to getting on well with others and valuing the contribution each makes to the life of the Community'*

In **Stroud Green Primary** school *'Pupils' personal development, including their awareness of spiritual, moral, social and cultural factors, is good'*. Here the team report that *'the school's aims encourage pupils to recognise and appreciate spiritual and moral values.'*

Religious Education

In **Bounds Green Infants** school the raising of standards in RE has been identified as an issue for action from the inspection although provision in religious education was found to be satisfactory.

The Main strengths and weaknesses in RE are:

- Programmes of work rightly place emphasis on discussion and getting children to think. This helps them to begin to grasp difficult concepts.
- Children's knowledge and understanding is built up in a systematic way and, from a low base, they often achieve well over time.

Sufficient time is given to RE and programmes of work meet the requirements of the Haringey agreed syllabus. The team report that *'A strong emphasis is rightly placed on discussion and challenging children to think hard. They sometimes find this difficult, but their knowledge and understanding is built up in a steady way.'*

Occasional visits are made to places of interest, such as to a local Greek cathedral and the team found that *'Children's learning is also supported through the use of visitors, for example from The Salvation Army. However, there are few visitors representing religions other than Christianity and the school intends to change this.'*

In **Stamford Hill Primary** school RE makes an important contribution to the inclusion agenda *'All activities must reflect pupils' level of understanding of the world so that what they bring in to school is seen as of value to everyone.'* Religious practices are included in this *'different faiths and cultural traditions are exploited to enable pupils with the relevant expertise to act as tutor to their peers. For example, in religious education lessons, pupils of different faiths compare experiences so that each recognises similarities and differences in their beliefs and forms of worship.'*

The Main strengths and weaknesses in RE are:

- A very good school ethos promotes inclusion and value for each pupil.
- Pupils behave well in lessons and show positive attitudes and responses.
- There are no explicit links made in the curriculum map between the Locally Agreed Syllabus and the national document used for planning.
- Assessment procedures do not ensure that standards meet Locally Agreed Syllabus expectations.

Only three lessons were observed during the inspection and the team report that very little written work was available. However the team found that *'year 6 pupils have good recall of facts about the religions studied. They respect values and beliefs of different faith communities and are good at relating important issues to their own lives.'*

Teaching is satisfactory and *'teachers make effective links with literacy by encouraging pupils to read and listen carefully. However, insufficient attention is given to pupils' writing skills'*

Although leadership and management of RE by the part time coordinator are satisfactory *'staff use a national document for planning their lessons and the map does not make explicit how this national document links to the Locally Agreed Syllabus so that all aspects are appropriately introduced.'* Other areas for development are identified in the report for the subject leader to take forward, including assessment.

In **Stroud Green Primary** school provision in RE has improved since the last inspection, is based on the agreed syllabus and is satisfactory.

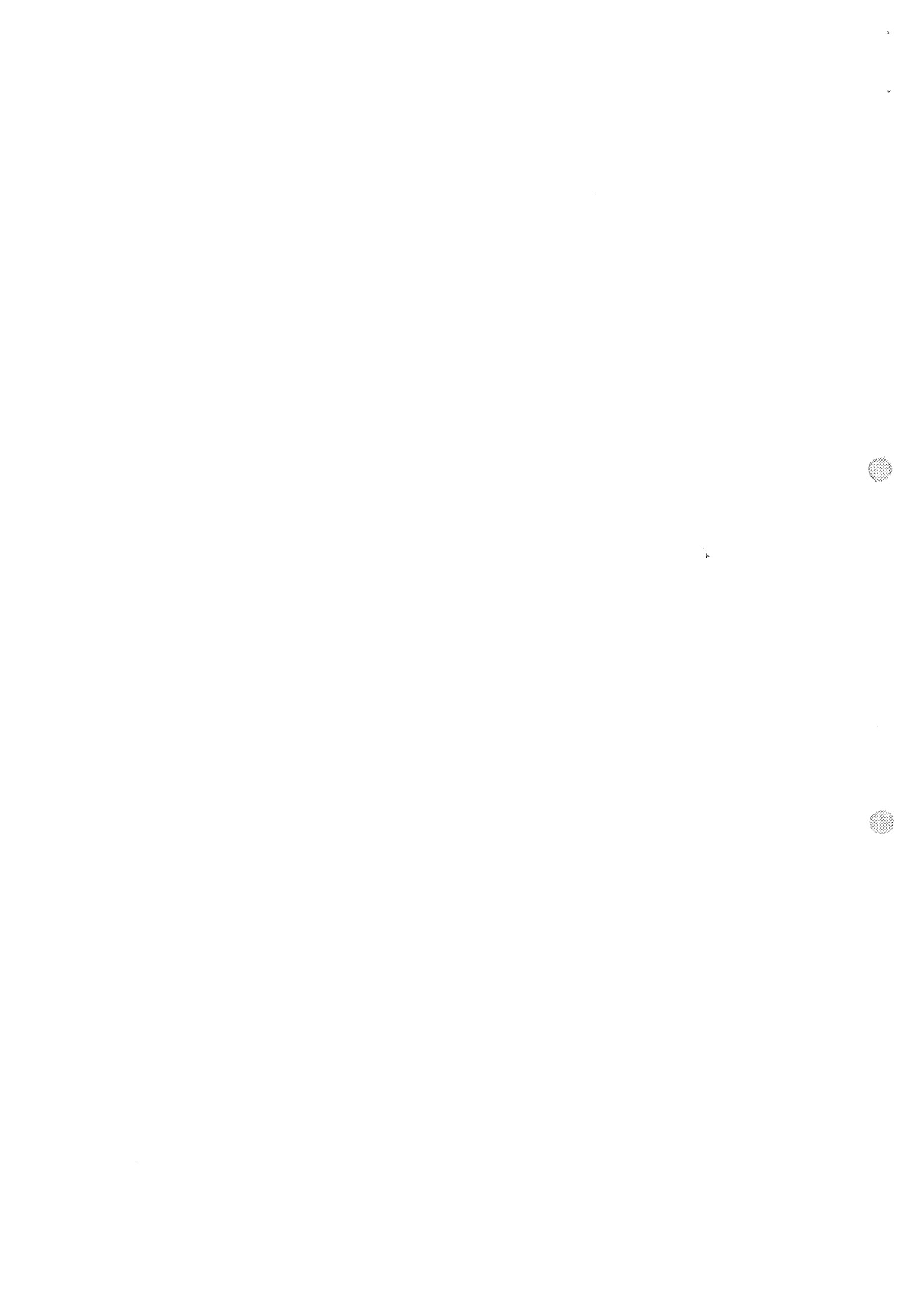
The Main strengths and weaknesses in RE are:

- By the time pupils leave the school in Year 6, standards match what is required in the locally agreed syllabus.
- The school's climate for learning both supports and is supported by the teaching of religious education.
- Management is sound, although the member of staff who is at present co-ordinating the subject is not officially responsible for its development.

The report develops these areas in more detail. By the end of Year 6, inspectors found that *'nearly all pupils have a sound knowledge of the principles and beliefs of followers of the main religions that are represented in the community.'* And that *'Their recognition of the distinctive traditions and symbols in these religions is good.'* Good examples of lessons and a range of effective teaching methods give a flavour of the experiences of pupils in their RE lessons. For example a teacher *'shared stories about some of her most treasured Possessions, explaining that it was not their monetary value that was important, but what each object meant to her'*

personally. For example, her worn teddy bear and a pair of baby shoes symbolised feelings about her family, because of the memories that they held.'

Currently, there is no RE subject leader '*However, a member of staff with an interest in the subject provides effective management*'



INSPECTION REPORT

Bounds Green Infants School

Bounds Green Road, London, N11 2QG

LEA area: Haringey

Unique reference number: 102081

Headteacher: Ms Caroline Tobbell

Lead inspector: Kath Beck

Dates of inspection: 13th-15th October 2003

Inspection number: 255564

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
Number on roll:	250
School address:	Bounds Green Road London
Postcode:	N11 2QG
Telephone number:	020 8888 8824
Fax number:	020 8365 8368
Appropriate authority:	Governing body
Name of chair of governors:	Mary Tstakli
Date of previous inspection:	5 th October 1998

CHARACTERISTICS OF THE SCHOOL

The characteristics of Bounds Green Infants School have changed significantly since the last inspection. In 1998, children of all ages were taught in one class. Now there are separate Reception, Year 1 and Year 2 classes. The new building opened in January 2002. The school is the same size as many other primary schools. Children come from a very wide range of socio-economic and ethnic backgrounds. The majority groups are White European, White UK and Black African heritage. Black Caribbean, Bangladeshi, Indian, Black other and Indian are also represented. Over half the children do not have English as their mother tongue. They speak 36 different languages, but the most common are Turkish and Somali. 123 children are at an early stage of learning English. Many start in the nursery unable to speak English. Over a third of children are eligible for free school meals and this is higher than usually found. A high number of children start or leave the school. In the present Year 2, over 40 per cent of children did not start at the school. A few children come from Traveller families, are asylum seekers or refugees and may have had no prior experience of school. The number of children identified as having special educational needs is typical of most schools. Three children have statements of particular need for autism, speech and communication or learning difficulties.

The school is situated in North London in the London Borough of Haringey. It shares a site with the junior school. The headteacher has been at the school two years. Some staff are long serving but at the time of the inspection, two teachers had been in post for six weeks. The school has a strong commitment to inclusion.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10090	Kath Beck	Lead inspector	Foundation Stage Mathematics Music
13481	Doug Binfield	Lay inspector	
33118]	Angela Konarzewski	Team inspector	Information and communication technology Geography History
7694	Martyn Richards	Team inspector	English Science Physical education English as an additional language
6436	Alan Andrews	Team inspector	Special educational needs Art and design Design and technology Religious education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bounds Green Infants is a good school. Its strong caring ethos, emphasis on children's personal development and good teaching results in most children who start at the school with low levels of attainment, achieving as well as they can. The good leadership of the headteacher and key staff means major changes have been managed effectively. The school is doing well, in challenging circumstances, to overcome the barriers in children's learning. These barriers stem from children's frequent movements between schools and learning English as an additional language. Standards are below those found in schools nationally in Year 2 at the present time, but in line with the average for similar schools. Weaknesses in the day to day management of children who are at an early stage of learning English mean precise needs are not always identified. There are no significant differences in the achievements of the different ethnic groups of children in the school. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Excellent provision for the appreciation of different cultures means there is a racially harmonious atmosphere. Parents are very pleased with the way all the children get on together. The school is fully inclusive.
- Very good teaching and overall provision in the Foundation Stage.
- Children attain very good standards in art. Standards in other subjects are lower than they should be, as some children do not attend school often enough or arrive on time for their lessons.
- Children's attitudes, behaviour and personal development are very good.
- There are very good links with parents and the school takes very good care of the children.
- The leadership of the headteacher and key staff is good. There is work to do in developing the skills of some curriculum leaders and the management of English as an additional language.
- Teaching is good, especially in Year 2 and for children with special educational needs.
- Governors are enthusiastic about the school, but their knowledge of procedures is not always sufficient to enable them to make decisions quickly so that the school can move forward.
- Resources in music, history, geography, science and information and communication technology are inadequate.

The school's effectiveness is good, as is its improvement since the last inspection. Results are improving faster than in other schools. The characteristics have changed dramatically since 1998 when three age groups were taught in one class. Now each class has just one age group. The curriculum has been restructured and is checked to make sure that each year group is taught at the appropriate level. Much of the school is housed in a new building. Time management, planning and assessment have improved significantly. Despite the school's best efforts, attendance and punctuality remain low and these impact the standards children achieve.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	E	E*	E	C
writing	E	E	E	C
mathematics	E	E	E	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals

Children's achievements are good, especially the children who attend the school for several years. Achievements are very good in the Foundation Stage and good in Years 1 and 2. Attainment on entry to the nursery is well below that normally found, especially in spoken English. Very good progress in the Foundation Stage means children reach the early learning goals in mathematical, creative and physical development and knowledge and understanding of the world at the end of the Reception year. They exceed them in personal, social and emotional development. Few children reach the goals set for them in communication, language and literacy as many speak English as an additional language. Currently, standards are below those normally found at age seven, except in art where they are very good. Lack of resources holds back achievements in music, science, history and geography, although staff make good use of the resources they have. Children with special educational needs achieve well for their capabilities. Those with English as an additional language achieve satisfactorily and sometimes make good progress depending on the support they receive in lessons. Children's spiritual, moral, social and cultural development, attitudes, behaviour and personal qualities are very good. The progress of some children is held back as some parents do not ensure their children attend school regularly or punctually.

QUALITY OF EDUCATION

The school provides a good quality of education. This stems from good teaching. It is very good in the Foundation Stage. Staff insist on high standards of behaviour, promote equal opportunities strongly; interest, encourage and engage children in practical activities and deploy support staff very effectively. In response, the children work productively and take a lot of pride in presenting their work attractively. The Foundation Stage curriculum is particularly rich offering many imaginative opportunities for children learn. The broad curriculum in Years 1 and 2 includes good opportunities for enrichment, especially in art. The partnerships with parents are very good. The use of interpreters means parents who do not speak English are involved in their child's education. Children are cared for very well and receive very good support and guidance in their personal development. Their views mean a lot to the staff.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and key staff is good. Management and governance are satisfactory. The headteacher, along with the staff and governors, has driven forward major changes to the organisation of the school and its curriculum to enhance standards. These changes are proving really beneficial and are impacting children's achievements really positively. National tests results in 2003 are better than those in 2002. The school uses self evaluation rigorously and is aware of its strengths and weaknesses and is taking clear action to improve the quality of teaching in some classes and the management of English as an additional language. Governors are very supportive of the school's work, but they do not make decisions quickly enough to ensure statutory duties can be fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard. Children enjoy the interesting things to do.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards, especially in English, mathematics, information and communication technology and religious education.
- Improve the management for English as an additional language to accelerate achievement.
- Increase the resources for science, history, geography, music and information and communication technology.
- Raise attendance and punctuality.
- Provide training for governors to enhance their skills.

and, to meet statutory requirements:

- Adopt the policy for racial equality, the special educational needs disability action plan and child protection plan.
- Include admission arrangements in the school prospectus.

Pupils' attitudes, values and other personal qualities

Attitudes, behaviour and relationships are very good throughout the school. The low level of attendance identified in the previous report still prevails. Children's spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Children are keen to learn and take pride in presenting their work neatly.
- Behaviour is consistently very good and there is a high degree of racial harmony.
- Very good relationships throughout the school contribute significantly to children's personal development.
- Attendance is poor and this severely limits the learning opportunities of the children concerned.

Commentary

11. Children like school and the very positive attitudes to learning seen at the last inspection have been maintained. In the nursery and Reception classes, children use initiative, concentrate well and cooperate readily with teachers and support staff. In Years 1 and 2, children have an enthusiastic approach, listen attentively and work hard on written and practical tasks. The very high standards of behaviour in lessons and around the school reflect an improvement on the good standards at the time of the last inspection. Very few incidents of serious misbehaviour, including bullying, arise. Any such incidents are dealt with quickly and fairly. There were no exclusions last year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	52	0	0
White – Irish	2	0	0
White – any other White background	28	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	15	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – Bangladeshi	8	0	0
Asian or Asian British – any other Asian background	8	0	0
Black or Black British – Caribbean	23	0	0
Black or Black British – African	32	0	0
Black or Black British – any other Black background	6	0	0

Chinese	2	0	0
Any other ethnic group	57	0	0
Parents preferred not to say	5	0	0

12. Children from all backgrounds mix very well together and this contributes to the excellent level of cultural awareness. The very good relationships within the school community have a marked impact on children's development and self-esteem. Parents at the parents' meeting stated that they particularly liked the rich diversity of the school population and the way in which children play happily together and help each other. Children from minority groups and those learning English as an additional language have very positive attitudes to school. They too behave very well and always do their best in lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	9.8	School data	3.0
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

13. The above table relates to 2001-2002 when the school's attendance level was 87.2 per cent. This rose to 90.2% in 2002-2003 reflecting the school's sustained and determined efforts to improve attendance. Nevertheless, attendance remains poor. This deep seated problem reflects the lack of parental appreciation of the importance of regular attendance to their child's education. The diverse social circumstances are a contributory factor, including the school's transient population and lengthy holidays during term time to visit relatives in home countries.

14. In the last year, the school has made determined and commendable efforts to improve attendance and punctuality. It conveys a strong message to parents about the importance of attendance and this is publicised in school documentation in different languages, outside classrooms and stressed in meetings with parents with translators present. Monitoring systems have been improved and absences are followed up quickly in full cooperation with the education welfare officer. Punctuality was unsatisfactory last year, but is better than the poor level at the time of the last inspection. Further measures introduced in the last few days have reduced the number of latecomers further. Time is used consistently well for learning throughout the school day. This too is an improvement since 1998.

15. Children's personal development is at a very good level, as it was at the previous inspection. They are culturally very well informed, as a result of the school's excellent programmes of literature, visual art and multicultural activity. They also develop very good levels of social responsibility. They are polite and well-mannered, helpful to each other and supportive of local and national charities. They understand and abide by their class rules. Spiritual and moral development are good. Children understand fairness and honesty and about the value due to every individual. They distinguish right from wrong. In some lessons, in science for example, they are moved by the beauty and complexity of the natural world. In some assemblies children reflect on their own and others' values of kindness and generosity in a calm and reverent way. Other assemblies however lack the sense of occasion necessary for such reflection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good in the Foundation Stage and satisfactory in the infants. The very good and rich curriculum in the Foundation Stage is supported by very good teaching, assessment of children's progress and satisfactory resources. The curriculum is satisfactory in the

The curriculum

The curriculum is very good in the Foundation Stage and satisfactory in Years 1 and 2. There are good opportunities for enriching the curriculum, although there are no after school clubs at the present time. The accommodation supports the teaching of the curriculum satisfactorily, but resources are unsatisfactory, especially in information and communication technology, science, music, history and geography.

Main strengths and weaknesses

- Good improvement since the last inspection.
- Very good provision in the Foundation Stage.
- The celebration of cultural diversity represented in the school in the curriculum and opportunities for enrichment are good.
- Good provision for children with special educational needs.
- Effective use is made of external resources, including outside specialists, to contribute to children's learning.
- Resources throughout Years 1 and 2 are unsatisfactory in all subjects, except English and mathematics where they are satisfactory.
- Provision in information and communication technology is poor.

25. At the time of the last inspection, there was no structured system for the presentation of the curriculum or for checking what was taught in the mixed age classes. This meant that the school could not ensure that all children had similar opportunities to learn. Since then, the school has been restructured into single year group classes and a detailed programme of work has been produced to ensure coverage of each subject, continuity in learning and year on year progress. All children have equal access to the curriculum and this represents good improvement. Nationally recognised schemes of work have been adapted to meet the needs of the school and its children so that the curriculum now meets statutory requirements, including provision for religious education and collective worship. Curriculum leader roles have been developed effectively in assessment, English, mathematics, science and the Foundation Stage. They are having a significant influence over what is taught, when and how in their areas of responsibility.

26. The school takes full account of the national Foundation Stage guidance in planning the curriculum for children in the nursery and Reception classes. Planning reflects the six areas of learning very well. The curriculum is particularly rich in practical, interesting and motivating activities.

27. The school's arrangements for the many different groups of children it serves are very good. It reflects and celebrates, in displays and in lessons, the cultural diversity and richness of children's communities. The varied languages spoken in the home are appreciated and shared in school. Teaching and support staff also reflect the cultural range of the local area. Children from refugee or Traveller backgrounds are helped to play a full part in lessons and particularly able children are challenged by work matched to their abilities. Lessons are taught in ways which take full account of children learning English as an additional language and teachers make every effort to ensure that unfamiliarity with English does not impede their learning. Care is taken to check the progress of children from each ethnic group and there is no evidence to suggest that any groups are disadvantaged. The inclusiveness of the school is a real strength.

28. Appropriate emphasis is placed on the early identification of children with special educational needs and on the construction of specific targets for them to achieve. The experienced special educational needs coordinator plays a significant and successful role in this regard. The targets are precise, realistic and reviewed regularly. Children's self-esteem is maintained well and

refurbishment of the school playground based on their knowledge of the kind of environment they would like to play in.

93. Topic packs linked to the programme of work are being prepared as resources for teachers to use. At present, children are being encouraged to bring artefacts from home to support the geography curriculum. The school also uses topic loans from the local authority's central resource bank to supplement these. The library contains a number of books about different places to help children develop their research skills. That said, resources are inadequate due to lack of funding.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The single lesson observed in Year 2 was very good.
- Emphasis is placed on history that reflects the cultures of the children.
- Resources are inadequate, due to lack of funding.

Commentary

94. The lesson observed in Year 2 was very good because it made learning really purposeful for the children. An elderly visitor talked about his seaside holidays as a child. The children asked good questions and learned a lot. This meant achievement within the lesson was very good in relation to children's prior attainment. The questions and discussion revealed children's very good understanding of the comparison between seaside holidays in the past and now.

95. The school celebrated Black History Month and this was reflected in classroom displays. Mary Seacole, Samuel Coleridge Taylor and Bob Marley are among the personalities children learned about. Last year, the children visited Bruce Castle Museum and photographs show that this visit enlivened and enriched the history curriculum.

96. The school is beginning to increase its resources, including 'big books' for use in literacy and history lessons, and uses topic loans from the local authority's central resource bank, but overall, resources are unsatisfactory.

97. Geography and history have not been priorities for development as the school has been focusing on raising standards in reading, writing, mathematics and science. As a result, teaching and learning in these subjects have not been monitored. Leadership and management in the subjects are now good as subject responsibilities have been taken on by senior members of staff and developments to improve resources and the curriculum are underway.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Programmes of work rightly place emphasis on discussion and getting children to think. This helps them to begin to grasp difficult concepts.
- Children's knowledge and understanding is built up in a systematic way and, from a low base, they often achieve well over time.

Commentary

98. Standards at the end of the infants are broadly in line with those expected in the Haringey agreed syllabus. This is a similar finding to that of the last inspection.

99. Only one lesson was observed during the period of the inspection and it is not possible to give an overall judgement about the quality of teaching. Other evidence was obtained through discussions with children, scrutiny of past work and an examination of teachers' planning. This shows that sufficient time is given to the subject and that programmes of work meet the requirements of the locally agreed syllabus. A strong emphasis is rightly placed on discussion and challenging children to think hard. They sometimes find this difficult, but their knowledge and understanding is built up in a steady way. From a low starting point, their achievement over time is often good, including those with special educational needs or English as an additional language. This is because they are motivated well, have positive attitudes towards the subject and do their best to succeed.

100. Children learn about a variety of religions and are becoming sensitive to the range of beliefs and practices in the local community. They celebrate a range of festivals through assemblies and special events, for example Easter Parades and Harvest Festival. Occasional visits are made to places of interest, such as to a local Greek cathedral. Currently, much of the work around the school focuses on Christianity. Children in Year 2 have considered The Ten Commandments. They have also studied important events in the life of Jesus, including a number of his miracles. They show a growing understanding of the importance of caring and sharing and of being a good friend. In this regard, they have studied the parable of The Good Samaritan. Children's learning is also supported through the use of visitors, for example from The Salvation Army. However, there are few visitors representing religions other than Christianity and the school intends to change this.

101. The single religious education lesson seen, in Year 2, was taught satisfactorily. It centred on the theme of caring for others. Discussions were linked successfully to Harvest Festival and taking produce to the elderly. The teacher ensured there was a satisfactory mix of practical work and discussion. The children identified people important to them in their lives and enjoyed creating a caring tree full of examples of how they help others.

102. Currently, the coordinator for religious education is absent from school and the subject is overseen by the headteacher. Resources are satisfactory and readily available for use.

INSPECTION REPORT

STAMFORD HILL PRIMARY SCHOOL

Haringey, London

LEA area: Haringey

Unique reference number: 102112

Headteacher: Ms Leiria Ewart

Lead inspector: Mrs P Silcock

Dates of inspection: 13th – 16th October 2003

Inspection number: 258004

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	226
School address:	Berkeley Road London
Postcode:	N15 6HD
Telephone number:	(0208) 800 2898
Fax number:	(0208) 880 2162
Appropriate authority:	The governing body
Name of chair of governors:	Mr Patrick McGuirk
Date of previous inspection:	14 th June 1999

CHARACTERISTICS OF THE SCHOOL

Stamford Hill Primary is of average size with 226 pupils on roll, including 62 children attending full time in the Foundation Stage. There is little difference in the number of boys and girls. Children are admitted to the Nursery class full time in the term after they become three years of age. All abilities are represented but, in the main, children attain well below what is expected for their age in most areas and particularly in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. The school is diverse socially, culturally, linguistically and in the faith of its local community. Mobility levels are high with 44 per cent recorded for the latest full reporting year (the rising trend continues until half-way through the school year 2002-03 – the most recently recorded point). A growing number of families have asylum seeker or refugee status (currently, 23 per cent). Seventy-eight per cent of pupils get support through ethnic minority achievement grant funding. Approximately 54 per cent of all pupils have English as an additional language. Turkish, Albanian and Somali are the three main languages listed other than English but 27 languages are represented in the school. The largest minority ethnic groups are pupils of Black or Black British Caribbean origin (18.6 per cent) and Black or Black British African origin (24.3 per cent). About 56 per cent of pupils are eligible for free school meals, well above the national average. At approximately 16 per cent, the proportion of pupils with special educational needs is below the national average. The proportion with statements of special educational needs (3.7 per cent) is well above. Needs identified range from speech and communication problems, emotional and behavioural difficulties, visual impairment and specific medical needs.

The school won a 'Healthy Schools' award in 2002. It is participating in 'Excellence in Cities', 'Leadership Development Strategy in Primary Schools' and 'New Deal for Communities' initiatives. This last includes a Behaviour Improvement Programme and developing closer partnerships between home and school. It is embarking on the validation process for Investor in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21261	Pauline Silcock	Lead inspector	Mathematics, art and design, history, English as an additional language
14756	John Lovell	Lay inspector	
8696	Abul Maula	Team inspector	English, information and communication technology, citizenship, physical education
1395	Pauline Hoey	Team inspector	The Foundation Stage, design and technology, geography, religious education
32376	Geoffrey Mussard	Team inspector	Science, music, special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Given the challenges faced by the school and the way it meets them, it is a **good** school. The very good leadership of the headteacher creates high staff morale. There is a very good ethos for learning. Pupils achieve well because they are generally well taught. The local community is a rich resource for extending learning in and out of classrooms. The school gives **sound** value for money.

The school's main strengths and weaknesses are:

- The headteacher aims high in seeking to improve the school and raise standards.
- Pupils have positive attitudes and achieve well because much teaching is good.
- Further improvements in teaching are needed to bring all in line with the best practice.
- Standards are in need of further improvement, especially in writing.
- Inclusiveness for all is a very strong feature of school life and underpins its welcoming ethos.
- Pupils with special educational needs and those learning English as an additional language¹ make good progress because they are really well catered for.
- All pupils in Years 4 and 5 learn the violin or cello and reach very high standards in music.
- Children in Nursery and Reception classes need better access to outdoor play.
- Very good partnerships with parents and the local community make significant contributions to the quality of pupils' learning.
- The way time is allocated to subjects such as art and design affects standards in Years 1 to 6.
- Some co-ordinators do not, yet, monitor teaching and learning.

The school has made **satisfactory improvement** since its last inspection in 1999. Difficulties following this inspection hampered its efforts. Nevertheless, provision for science and information and communication technology has greatly improved. The senior management team is now strong and plays an active part in important decisions. The school knows it still has to review time given to some subjects, to raise standards and ensure that all subjects are properly led and managed.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	E*	E*	D
mathematics	E*	E*	E	C
science	E*	E*	E*	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low. Similar schools are those in the same band free school meal eligibility.*

Pupils' **achievement** is **good**. **Standards** reached by 11 are **well below** those expected in statutory tests in mathematics and **very low** in English and science, being in the bottom five per cent of all schools (as seen in the table above). Nevertheless, they are rising over time.

Most children in Nursery and Reception classes are set to reach Early Learning Goals in personal, social and emotional development and in physical development by the end of Reception. But, as most children's attainment in communication, language and literacy, mathematical development and knowledge and understanding of the world is very low when they start school, they are judged unlikely to reach the Early Learning Goals in these areas.

¹ It is recognised that pupils with English as an additional language may be proficient in languages other than English, including having literacy skills in their other language/s. For ease, the term 'bilingual' will sometimes be used.

Standards in Year 2 in speaking, listening, reading and mathematics are broadly average at this early point in the school year. Standards in writing are below expectation and in science. Pupils make good gains when they remain in school from the Foundation Stage to Year 6, whatever their ability, ethnicity or English language competence on entry. Consequently, by Year 6, able pupils and those of average ability do well - at least in line with the national average - in English, mathematics and science. Across the school, the high number of bilingual pupils and those with special educational needs affects standards overall, especially in writing. The movement of pupils leaving and joining the school during a school year clearly affects standards at age 11. Girls do better than boys in national tests in English at age 11. Inspectors nonetheless found no significant difference in the performance of girls and boys. Standards in music in Years 4 and 5 are very high because of specialist teaching and the way this enthuses pupils.

Pupils' **personal development** is **good**. It is supported well by the **good** provision made for their spiritual, moral, social and cultural development. Pupils have a **good** capacity to take on responsibilities and care for one another. They are usually well-behaved and have a positive attitude to learning. They arrive promptly, though **attendance** is **unsatisfactory** in spite of the school's best efforts.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall and improving, owed to the **good teaching** and the way pupils are cared for and supported. This is a very inclusive school. The school's partnership with parents and its local community adds much to school life. So, too, does its specialist teaching in music, drama, dance and art and design. Real strengths in teaching are seen in specialisms linked to provision for pupils with English as an additional language. Children in Nursery and Reception classes are well provided for but the scope and range of outdoor activities are limited compared to provision seen across all areas of learning in classrooms. The way time is allocated to subjects such as art and design in Years 1 to 6 has a 'knock on' effect on pupils' skills, knowledge and understanding over time. The curriculum is enriched by visits to places of interest and club activities. Visitors also come in to assembly and lessons (for instance, to extend learning in relation to Black History Month).

LEADERSHIP AND MANAGEMENT

The leadership of the school is **good**. Its management and governance are **sound**. The headteacher is a very good leader with a clear vision of the school's aims. She is well supported by a strong senior management team and all other staff. Governors have worked hard to get to grips with their roles and responsibilities. They are committed to school improvement and raising standards. The school benefits greatly from funding through the New Deal for Communities initiative.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have very positive views. They see the school as helping their children learn in ways that interest them, helping them get along with one another harmoniously. Pupils are usually happy at school. They enjoy their work and feel valued.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards in subjects across the curriculum, especially in writing;
- improve teaching to bring *all* in line with best practice;
- improve access to and provision for outside play for children in Nursery and Reception classes;
- review time given to non-core subjects such as art and design, geography and physical education;
- make sure *all* those with management responsibilities fulfil these; and

additional support needs targeting. Where progress is limited or even where pupils seem to have gone backward, the school pays special attention to possible reasons for this, adjusting teaching accordingly. It sets ambitious targets for English and mathematics but these are believed realistic in light of the very good 'tracking' of individuals' progress over time. Nevertheless, targets for mathematics were not met last year, much to the school's disappointment.

14. The picture with regard to standards is similar to that given in the previous inspection report.

Pupils' attitudes, values and other personal qualities

Pupils' punctuality at the start of the school day, attitudes to school and their behaviour in and out of classrooms are **good**. Pupils also gain a **good** capacity to take on responsibilities and care for one another. Provision for pupils' spiritual, moral, social and cultural development is **good**. Attendance is **unsatisfactory**. This picture is similar to that given at the last inspection except that attendance is not as good now as it was then. The incidence of pupil mobility has risen markedly in the intervening period.

Main strengths and weaknesses

- The school places a very high value on properly including all pupils in its activities. Pupils learn to respect one another and work together harmoniously.
- Diversity is celebrated.
- The headteacher sets the tone for the school's clear, high expectations of pupils' behaviour and personal relationships. Along with other staff, she provides a very good role model.
- Bullying and harassment are not tolerated. Pupils learn 'right' from 'wrong' to very good effect.
- In all classes, from the Nursery upwards, pupils new to the school settle well and quickly learn daily routines because staff care for and attend to their well-being.
- Children's ability to make choices and take responsibility for their own learning is fostered productively in Nursery and Reception classes, giving a secure foundation to later learning.
- Pupils have good opportunities to take responsibility for jobs that help the school run smoothly.
- Provision for pupils' spiritual awareness is underdeveloped.
- While attendance remains unsatisfactory it has improved since the last reporting year. The school's efforts in this regard have won the very good support of most parents.
- Good procedures for checking absence are not followed with sufficient rigour.

Commentary

15. Strengths are evident in this aspect of school life. The school successfully instils in pupils a desire to learn. Children in Nursery and Reception classes come to school eagerly and soon settle at a chosen activity to start the day. In most lessons pupils are alert and a pleasant working buzz is heard as they engage in activities often well aimed at encouraging them to work together and share ideas. In mathematics, 'talk partners' work together on 'mental maths' problems, helping those learning English as an additional language to practise key vocabulary. Just occasionally, the poor behaviour of a few disrupts work (as seen, for example, in Year 6). These few pupils are well aware of the impact their actions have on others but cannot always stem an impulse to seek distractions, ignoring a teacher's efforts. In assembly, behaviour is often exemplary. In Years 3 to 6, pupils listened attentively to a visitor talking about a famous black engineer in connection with Black History Month. They also enjoyed joining in a "rap" praising their positive personal qualities.
16. At lunchtime, pupils sit together sociably in the dining hall and happily chat to adults. They know routines and take responsibility for putting things away when they have finished eating. Pupils across Years 1 to 6 enjoy being together in the playground during break times. Older pupils often help younger ones. Girls and boys mix freely and make good use of small apparatus and markings on the playground surface. Pupils understand how the space is

organised and know, for example, when a year group can use the climbing apparatus or enclosed spaces for football and netball games. They are enthusiastic about the range of play opportunities provided and make very good use of them. Many hugely enjoy joining in a game with the play leader who is present during lunchtime play. They like the way he joins in with them, benefiting from his friendly management with regard to rules and turn-taking. Pupils are routinely polite when engaging with adults in the playground but their liking and respect for the play leader is quite visible, reciprocating the liking and respect he has for them.

17. Pupils know they must report any instances of bullying, recognising clearly what these include and the sequence of actions such reporting entails. The school excludes pupils for a period of time reluctantly, only when all other measures have failed and this appears the only option.
18. Emphasis on making sure all pupils are included in the full range of activities on offer permeates school life. All activities must reflect pupils' level of understanding of the world so that what they bring in to school is seen as of value to everyone. For this reason, bilingual pupils' language skills are viewed as an asset and a learning resource for others; so pupils learn to count to 20 or beyond in many languages; they learn different forms of greeting for morning register. Similarly, different faiths and cultural traditions are exploited to enable pupils with the relevant expertise to act as tutor to their peers. For example, in religious education lessons, pupils of different faiths compare experiences so that each recognises similarities and differences in their beliefs and forms of worship. Care taken in planning such work and adults' sensitivities and respect for pupils' contributions give powerful messages to listeners. They have a very real impact on the ethos for learning in classrooms and in the wider school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	3.1
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

19. Although procedures for monitoring absence and punctuality are good they are not always followed. A new computer system (installed since the end of the inspection) will help speed matters up so procedures can be followed more rigorously. The Breakfast Club helps to support the better attendance and punctuality of some pupils.

hard to ensure the National Literacy Strategy is well embedded, undertaking In-service sessions with staff on such matters as shared and guided writing for instance. Good resources also ensure all aspects of the curriculum are covered suitably. The school's emphasis on teaching literacy through many activities enriches learning, including from homework. Visitors use story-telling for their good contribution to pupils' spiritual, moral, social and cultural development, and drama work also reflects different cultural practices and traditions. The yearly 'book week' promotes literacy learning to very good effect with authors coming in to talk about their work and storytellers adding to the fun. Good monitoring and assessment procedures are in place and information collected is used systematically to inform planning - another improvement since the previous inspection. The school's action plan reveals a good awareness of the subject's strengths and what needs developing further. For example, writing, including improving boys' performance and further enhancing speaking and literacy skills across the curriculum, has already been picked out as a priority for development.

Language and literacy across the curriculum

78. Pupils have many opportunities to develop their speaking and listening skills to good effect across the curriculum. This is most obvious during whole-class sessions when work is first introduced and at the end when teachers check how far learning objectives have been met. In assembly, pupil-participation is often concerned with matters of 'right' and 'wrong' so as to promote social, moral and personal development as well as an ability to speak up in a large gathering. Pupils increasingly use literacy skills when word-processing on computers for English but also for other subjects. There was limited evidence of this wider prioritising of writing seen during the inspection (for example, in religious education or history).

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Planning takes good account of the National Numeracy Strategy's requirements and is frequently matched well to the learning needs of all pupils.
- All pupils benefit from teaching and learning strategies aimed at making sure those with learning needs understand and join in activities according to their capabilities.
- Classroom assistants work effectively with pupils in partnership with class teachers.
- A recently appointed co-ordinator already provides very good leadership.
- Resources are good and used well.
- Although there is a rising trend in standards (especially at Key Stage 1), statutory test results remain well below the national averages for seven and 11-year-olds.
- Pupils' presentation of recorded work is inconsistent.
- Teachers mostly give insufficient feedback to pupils in their marking.

Commentary

79. Inspection evidence shows seven-year-olds reach broadly average standards in number and in two-dimensional shape work covered since the start of the school year. In Year 6 - judging by work seen in a lesson and pupils' books - standards are below those expected of 11-year-olds overall. While able pupils and those of average ability do well and at least in line with expectations, a high proportion of these oldest pupils have identified learning needs and this adversely affects overall standards. This picture is similar to that of the previous inspection report and reflects results in statutory tests.
80. Teaching is never less than satisfactory and is mainly good or better. Teachers set group targets, known by pupils. Learning objectives are always shared at a lesson's start. In a very

Yet they are notably informative about teaching and learning activities organised for Black History Month explaining, for example, how they learned about Mary Seacole in Year 5 when studying the Victorian era. These pupils find history enlivened by video material, research activities with books and similar sources and handling "real artefacts". They refer to "primary" and "secondary" sources in connection with such activities. They think history learning in Year 6 is "fun" because they are responsible for finding things out for themselves. Certainly, in a lesson, most pupils could say how an aspect of life in Britain has changed since 1948 by comparing pictures 'then and now' for each decade. They knew what they had to list. Those at an early stage of learning English were well supported by specialist teaching. However, as already stated, the behaviour of a minority affected learning outcomes for most of the class adversely.

97. Teaching ranges from unsatisfactory to good but is satisfactory overall. Teachers plan and organise lessons well although pace sometimes flags because of behaviour-management problems, as pupils fail to respond quickly enough to a teacher's instructions. Such problems resulted, for instance, in a late start to a lesson in Year 5. Resources are used effectively, as seen in a good Year 4 lesson when pupils watched a video about Tudor times. The teacher stopped the tape at key points to ask questions such as "What is happening, here? What part of the story is this?" provoking pupils into accurate recall of the main characters and events met in prior learning and revealing where explanations were needed (such as making sense of the word "bankrupt"). This session served to consolidate learning to good effect by preparing for a planned writing task. A lesson in Year 5 was also effectively geared to preparing pupils to use research on the Internet, although use of the Internet is underdeveloped, as the school acknowledges. It is evident when talking to pupils in Year 6.
98. Interesting displays are seen in classrooms, with artefacts and books of information linked to a topic, as mentioned by Year 6 pupils. In some classes, pupils' 'work-in-progress' enlivens displays. Planning conforms to the latest recommendations and, as noted, benefits from the high profile given to Black History Month. Visitors come in to school for a number of purposes: someone for example came to talk in assembly about a famous black engineer of the 19th century who, as well as improving railway systems, has gone down in history through the expression "the real McCoy!"
99. Leadership and management are satisfactory. The co-ordinator is parttime and is responsible for all subjects under the humanities umbrella. To date, she has mapped out the history curriculum to show how requirements are met across the year groups. She has audited resources and made sure these match curricula. She is checking how visits to places of interest support classroom learning and might be extended. So far, she has monitored teachers' planning but has not sampled pupils' work or observed classroom teaching and learning. She has no clear view, therefore, about what is needed to improve provision further. The development of leadership and management roles is a priority in school improvement planning.

Religious education

The provision for religious education is **satisfactory**. No judgement was made at the previous inspection.

Main strengths and weaknesses

- A very good school ethos promotes inclusion and value for each pupil.
- Pupils behave well in lessons and show positive attitudes and responses.
- There are no explicit links made in the curriculum map between the Locally Agreed Syllabus and the national document used for planning.
- Assessment procedures do not ensure that standards meet Locally Agreed Syllabus expectations.

Commentary

100. Only three lessons were observed during the inspection. Very little written work was available. Year 6 pupils have good recall of facts about the religions studied. They respect values and beliefs of different faith communities and are good at relating important issues to their own lives.
101. Teachers make sure that pupils clearly understand world faiths by exploring similarities and differences between religions. Lessons are planned to take advantage of pupils' own knowledge, especially the knowledge of those with different faiths willing to share their beliefs and customs. This was illustrated in all three lessons observed. Thus pupils' ability to reflect on their own experiences and those of others is well developed by Year 6. These older pupils have a mature and thoughtful approach to discussing issues such as rites of passage in different faiths and the importance of signs and symbols. They are plainly developing personal views of religious issues and are starting to evaluate their own and others' beliefs. Teachers' questions carefully guide without indoctrinating and pupils respond by concentrating. They learn as much as they can while also enjoying their work.
102. Teaching is satisfactory. Teachers make effective links with literacy by encouraging pupils to read and listen carefully. However, insufficient attention is given to pupils' writing skills. They achieve below expectations for their age when they record their work.
103. Leadership and management are satisfactory. As noted above, the co-ordinator is part time and has responsibility across the humanities. She has recently completed a curricular map for religious education. However, staff use a national document for planning their lessons and the map does not make explicit how this national document links to the Locally Agreed Syllabus so that all aspects are appropriately introduced. The subject is at an early stage of development because monitoring, too, is confined to a review of teachers' planning and some scrutiny of pupils' work. Classroom practice is not observed. The school is unable to make a valid judgement about pupils' achievement in relation to the expectations of the Locally Agreed Syllabus because assessment strategies are not in place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Because of timetabling, lessons were seen in art and design and music but not in design and technology. Planning for the latter shows elements are organised for each year group across the school year, in line with the latest national guidance, to ensure pupils' acquire key skills, knowledge and understanding successively. Such planning is recent and its impact on learning is not known. Insufficient evidence was available to make a judgement on standards reached at seven or 11 years of age.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- The latest curriculum guidelines ensure that all parts of the curriculum are now covered.
- Good links are made with other subjects.
- Good use is made of visitors to the school to stimulate pupils' imaginations and deepen their understanding of art and design.
- Resources are good.
- There is no co-ordinator although the headteacher is keeping a well-informed 'watching brief'.
- Time for the subject is short and evidence suggests pupils do not build consistently on necessary skills, knowledge and understanding.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good** overall. Particular strengths are seen in the way the school strives to ensure pupils develop independence in learning and a capacity to support and help one another as members of a community. No lessons were seen but the school makes good provision through, for instance, time each day for the class 'star of the week' when pupils celebrate the personal qualities of their peers. Provision for spiritual, social, moral and cultural development also impinges productively on this aspect of pupils' learning, especially in assemblies. The school makes **satisfactory** provision for seeking pupils' views about its work and this area is being developed.

Main strengths and weaknesses

- Pupils have good opportunities to learn what it means to be a member of a community at class and school level.
- They show a good capacity to care for one another, especially when they take on the role of a 'Buddy' at playtimes.
- Consulting pupils about their views on school life is at an early stage of development.

Commentary

121. Planning arranges satisfactory opportunities for personal, social and health education through activities in lessons. The school's involvement in the Healthy Schools' project improved pupils' eating habits, raising their awareness of the need to eat healthily. This was linked well to science work. A programme of sex education and drugs awareness for Year 6, usefully including workshops for parents, has been extended to Years 4 and 5. There are also suitable arrangements for helping the oldest pupils to prepare properly for transfer to secondary schools. For example, teachers from the main receiving secondary school visit to work with Year 6 pupils in partnership with the class teacher.
122. Assembly themes are well directed at raising important moral and social issues linked to getting on well with others and valuing the contribution each makes to the life of the community. This was seen in whole school assemblies as well as those for Key Stage 1 or Key Stage 2 pupils. Immediately after lunchtime play at the start of the inspection week, pupils in Year 3 were observed sitting in a circle with the 'star of the week' at its centre – a boy in this instance. In turn, they each gave a considered answer when thinking about what he did well or what they liked about him. The teacher scribed these on a flip chart to act as a record. The session was brief but served to help pupils reflect seriously on positive personal qualities that enabled classroom life to run smoothly. It also established an ethos of calm for the afternoon's work after boisterous outdoor play.
123. At the time of the inspection, the school was re-establishing its peer mediation programme (interrupted by the school summer holiday) whereby pupils acting as 'Buddies' intervene when they see inappropriate behaviour at break times, or someone reports this to them. Teachers choose a boy and girl from volunteers in each Year 2 to 6 class to be mediators. Experienced pupils talked enthusiastically about the work and revealed a good grasp of its purpose. They know they must listen to each person's story and help them to a satisfactory resolution in the event of a dispute, in line with school policy and practice. They also know they must seek adult support if such resolution proves too difficult. Participants are proud to wear their 'Buddy' caps when it is their turn to be mediators although, as might be expected, some younger pupils are not yet fully secure in their roles - unlike their more experienced peers. Some new recruits also found expectations for being a 'Buddy' hard and have already been replaced by another member of their class. Nevertheless, the programme illustrates to very good effect the school's commitment to furthering pupils' understanding of what it means to be a member of a community together with developing pupil initiative generally. An informative display in the school hall includes photographs of each 'Buddy' so that everyone knows what is done and how work is organised.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

INSPECTION REPORT

STROUD GREEN PRIMARY SCHOOL

Finsbury Park, London

LEA area: London Borough of Haringey

Unique reference number: 131096

Headteacher: Ms Denise Sewell

Lead inspector: John William Paull

Dates of inspection: 15th - 17th September 2003

Inspection number: 258055

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Primary with nursery
School category: Community
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 418

School address: Woodstock Road
Finsbury Park
London
Postcode: N4 3EX

Telephone number: (0207) 272 4539
Fax number: (0207) 281 5479

Appropriate authority: The governing body
Name of chair of governors: Ms Elizabeth Denver

Date of previous inspection: 29th June 1998

CHARACTERISTICS OF THE SCHOOL

- Stroud Green Primary is a large, inner-city school.
- Its pupils reflect the area's rich ethnic and cultural diversity, as well as white and mixed backgrounds, many other groups are represented, including pupils from families with origins in:
 - Africa or the Caribbean islands;
 - The Asian sub-continent;
 - Turkey; and
 - many others
- The proportion of pupils for whom English is not the home language is very high (nearly 45 per cent), and languages spoken at home include:
 - Turkish;
 - Yoruba; and
 - Twi
- The neighbourhood has families in a wide range of socio-economic circumstances, including:
 - refugees and asylum-seekers, and
 - a well above average proportion of children who qualify for free school meals (44 per cent).
- The school is a base for various services that offer care for pupils before and after school.
- The proportion of pupils with special educational needs (mainly pupils with learning difficulties or social, emotional and/or behavioural difficulties) is above average (over 25 per cent).
- Pupils' attainment on entry varies from a few who are well above what is usually found, to many who are well below, especially in language skills in English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22028	John William Paull	Lead inspector	Science, art and music.
19798	Jane O'Keefe	Lay inspector	
27426	Terry Aldridge	Team inspector	Mathematics, citizenship, physical education and special educational needs.
16773	Raminder Arora	Team inspector	English, design and technology, geography and English as an additional language.
1395	Pauline Hoey	Team inspector	Areas of learning in the foundation stage, information and communication technology, history and religious education.
25342	Maria Hanna	Team inspector	

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Stroud Green Primary is an effective school at which nearly all pupils achieve well in comparison with their starting points, based on good overall teaching and learning. It gives good value for money.

The school's main strengths and weaknesses are:

- good planning of lessons and teachers' awareness of and care for their pupils' needs;
- links with many parents and the community, including available services outside school time that are extensive;
- overall attainment in the core subjects of English, mathematics and science is below average; and
- poor attendance interrupts learning for a significant number of pupils.

The school has improved significantly since its last inspection. The quality of education has risen owing to a lot less unsatisfactory teaching than was previously reported and a better curriculum, both of which were key issues in the 1998 report. However, the sharpness and use of monitoring have not yet improved enough.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	D	E	B
mathematics	C	B	E	D
science	C	C	E*	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E* - very low
Similar schools are those with a broadly similar proportion of pupils eligible for free school meals.

By Year 6, nearly all pupils achieve well compared with their starting points. However, in 2002, the Year 6 results were the lowest for several years and, in science, were in the bottom five per cent nationally. As more pupils than usual were identified with special educational needs that year, this disappointing result was not unexpected. 2003 comparisons are not yet available. However, the school's performance looks stronger again, with more pupils attaining at levels higher than normally expected for their age, and a big improvement in science especially. In current work in Year 6, standards in these subjects are below, rather than well below average. In most other subjects, including information and communication technology, standards are as expected nationally. The school has a strongly inclusive climate for learning and has noticed that Turkish pupils seem to do less well than other groups. It has responded by using a Turkish community worker and its learning mentors to target these pupils' progress. Lower down the school, standards in reading, writing and mathematics are currently below, rather than well below, average. Compared with the goals that they are expected to reach at the end of reception, children do well in personal and social development, although many are well below what is expected in communication, language and literacy and mathematical development, which reflects the low overall levels of many of them on entry to the nursery. Pupils' personal development, including their awareness of spiritual, moral, social and cultural factors, is good and they behave well in school. Attendance, however, is well below average.

Geography was a weaker subject. In a conversation with an inspector, pupils found it hard to recall knowledge and skills from previous work.

10. Pupils with special educational needs usually make progress at rates similar to those of other pupils. However, targets in these pupils' individual education plans are not consistently sharp, precise and measurable. This relative weakness means that their progress is not as consistently rapid as it might otherwise be. Overall, their achievements are satisfactory rather than good. Amongst pupils with English as an additional language, those who speak Turkish at home do not do as well as others. Contributory factors include rates of absence that are often higher than that of other pupils and difficulties with explaining how their parents can help at home. The school has a very strong inclusive climate for learning and it is working hard to overcome these barriers. For example, learning mentors are working with pupils to raise self-esteem and to impress upon them the importance of good attendance. A Turkish community worker has also been involved and he works hard with parents, conveying information to them, holding meetings, visiting and explaining the school's styles and methods of teaching. The co-ordinator for the achievement of pupils from ethnic minorities has also contributed much advice and support to teachers in their planning. Little overall difference was seen in the standards that are achieved in other ethnic groups. All pupils are treated with equal regard with respect to analysing their performance and meeting their learning needs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes towards school and their behaviour in lessons are good, often very good, and their behaviour around the school is good overall. The personal, social and emotional development of children in the nursery and reception is a strength and pupils' personal development, including spiritual, moral, social and cultural development, is also generally good through the school. Attendance, however, is a weakness.

Main strengths and weaknesses

- Pupils generally enjoy school and they are nearly always attentive in lessons.
- Pupils respect each other's backgrounds and cultures.
- Awards that promote pupils' behaviour and attitudes are used effectively.
- Unauthorised absences are considerably higher than the national figure.
- Exclusions are only used as a last resort and none was needed in the last year.

Commentary

11. Parents at the pre-inspection meeting commented that the school's arrangements for promoting pupils' personal development are strong. Inspectors agree with them. For example, moral values are powerfully promoted in assemblies, contributing to pupils' thoughts and feelings about the world and their part in it. This teaching also includes understanding of right and wrong. Lessons often introduce thinking beyond the facts of subjects and lead pupils to make judgements about the possible motives of the main characters in, for example, stories or historical situations. Planning in religious education displayed similar features about what could be learnt from religions. However, possibly the strongest feature, and an example of very good practice, is that pupils are involved in explaining why behaviour and sociability are important. They know the rules by which their classrooms will operate, including issues of personal morality. Pupils from the youngest to the oldest are frequently involved in conversations about how other people would like to be treated. Such ideas include respect for their own and each other's cultural heritage. Pupils are responding well to this teaching and their chosen groups are frequently of mixed gender and ethnicity. A group of pupils explained to an inspector that they had not experienced any racist behaviour at school and they were totally certain that it would not be tolerated. This provision also offers good cross-curricular links with speaking, listening and literacy, as pupils discuss and write down their views. The resulting social learning is also good and ideas such as wanting to learn from each other and from their teachers; to be safe; and to enjoy being at school emerged during the same discussion. Pupils around the school were friendly and often confident, offering help and answering questions in an open manner. Even children in the youngest classes are often willing to respond to visitors

sand tray, uncovering artefacts of the Celtic period. This approach stimulated pupils very well and, as a result, they worked hard to produce good quality work. In another example of strong teaching, pupils were put in the "hot seat" and played Romans and Celts, responding very well to the challenge of taking key roles in the conflict for gold and land. In this overall good teaching, research skills are systematically developed as pupils move through the school. By the time they leave, they are well equipped to find out information and to present their findings independently. In the teaching that was satisfactory, such an emphasis was not as strong. In the geography lesson, for example, several pupils spent too much time on copying an opening sentence, "Barnaby Bear went to the River Thames" and on a drawing, instead of recording geographical findings in more innovative and quicker ways.

83. A new co-ordinator is beginning to manage geographical provision well. She has a good vision for its future development, including plans to raise its profile and to establish links with literacy, so as to improve the richness of what is taught. She has already begun to monitor resources and intends to extend this monitoring role into checks of teachers' planning and pupils' work. The co-ordinator of history has been responsible for the subject for a longer period. As a result, her role is already securely established and has contributed much to the strong picture presented in this subject. She examines the planning regularly, collects samples of pupils' work, reviews policy and resources and provides guidance for staff. However, she has not been involved in direct monitoring of classroom practice, which puts a limit on her knowledge of any inconsistencies in teachers' practices and expectations through the school.

Religious education

Provision in religious education is **satisfactory**. It has improved since the last inspection and is based on the locally agreed syllabus.

Main strengths and weaknesses

- By the time pupils leave the school in Year 6, standards match what is required in the locally agreed syllabus.
- The school's climate for learning both supports and is supported by the teaching of religious education.
- Management is sound, although the member of staff who is at present co-ordinating the subject is not officially responsible for its development.

Commentary

84. The school's ethos is highly supportive of pupils' personal development and provides a good environment for them to learn about world religions. It establishes a good context for opportunities to learn from religion. The school's aims encourage pupils to recognise and appreciate spiritual and moral values. In religious education, the use of links with music and stories harnesses pupils' imagination and helps them to think more deeply about such issues.
85. By the end of Year 6, nearly all pupils have a sound knowledge of the principles and beliefs of followers of the main religions that are represented in the community. Their recognition of the distinctive traditions and symbols in these religions is good. From religions, pupils learn a sense of respect and consideration for others. In a very good lesson in Year 3, about signs and symbols, the teacher set up an atmosphere and context that encouraged pupils to reflect quietly. During her introduction, she shared stories about some of her most treasured possessions, explaining that it was not their monetary value that was important, but what each object meant to her personally. For example, her worn teddy bear and a pair of baby shoes symbolised feelings about her family, because of the memories that they held. Pupils showed great sensitivity and thought, as they too told about their treasures and spoke of grandparents and friends. Pupils for whom English is an additional language were keen to join in the discussions and tell their stories. This effective teaching strategy helped pupils to gain an understanding of how religious symbols convey meaning far beyond the object itself. Planning shows that this type of teaching is typical and that stories with moral messages are used

frequently. In Year 5, for example, the story of *The Good Samaritan* was successfully linked to contemporary situations.

86. Currently, no-one occupies the co-ordinator's post for religious education. However, a member of staff with an interest in the subject provides effective management. The curriculum is based on the locally agreed syllabus in conjunction with national recommendations. Realistic guidelines have been set up for teaching in each year group and include targets. Monitoring of the subject is confined to a review of planning at the moment, although sampling of *Can Do* statements that are collected from each class provides some indication of pupils' achievements. The subject file provides useful information for staff about places of worship and other sites to visit.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in these subjects is **satisfactory** overall.

Main strengths and weaknesses

- In the past few years, the priority to raise standards in literacy and numeracy has limited available time to develop provision in art and design, design and technology and music.
- The *Literacy goes M.A.D.D.* project has recently prioritised areas in art and design, dance and music as subject matter for literacy hours and is beginning to raise the profile of these subjects.
- What is taught is planned with the use of national guidance to ensure that skills build well over each pupil's time in school.
- A good range of visiting sports coaches supports and extends what is taught and improves teachers' subject knowledge in physical education.
- Equipment for gymnastics is ageing, which limits certain activity.
- Pupils are keen to learn and enjoy their lessons in these subjects.
- Co-ordination does not include sufficient direct monitoring of teaching and learning or standards attained in lessons.

Commentary

87. Owing to timetabling arrangements, it was not possible to focus on these subjects in depth, so separate overall judgements of pupils' attainment have not been made. However, what was seen was broadly in line with what is normally expected in the age groups that were observed. Examples of work on display demonstrate that what is taught follows the particular subject's characteristics.

Art and design

88. Pupils' work in art and design included links with geography and history. For example, in Year 2 an exciting mural on paper, which included elements of collage, depicted Brighton beach. This work demonstrated good brushwork in some of the detailed figures, and an attention to realistic and characteristic colours. Its historical content was cleverly brought out in changes of costume, colour and styles from one side of the painting to the other. Planning for the subject is generally good. An example occurred in a good lesson that was observed in Year 5. Plans of how pupils were to approach their work were very detailed. Again, links with other subjects were explicit, including a computer program, entitled *Model Shop*, and elements of *Literacy goes M.A.D.D.* The lesson focused on skills of mixing and matching colour, with a strong emphasis on getting tones of different colours. The teacher insisted on good uses of proper vocabulary, including "primary" and "secondary" colours and also touched on "compound" in the context of making brown. Good resources included colour wheels, examples of different greens and browns, collections of objects and magazines. These were used to good effect to assist pupils' learning and to engage their interest. Evidence that pupils make good progress from Year 1 to Year 6 is available in their drawings of faces. For example, although good for their age group, the work of those in Year 1 lacked the careful shading, three-dimensional effects and hatching of what was displayed as representative of Year 6.

