

# William Patten Primary School

## Inspection report

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<b>Unique Reference Number</b>	130932
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	360161
<b>Inspection dates</b>	12–13 October 2010
<b>Reporting inspector</b>	Ruth McFarlane

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	464
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eileen Walker
<b>Headteacher</b>	Kathryn Kyle
<b>Date of previous school inspection</b>	11 February 2008
<b>School address</b>	Stoke Newington Church Street London N16 0NX
<b>Telephone number</b>	020 72544014
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## Introduction

This inspection was carried out by four additional inspectors. During the inspection, inspectors observed 22 lessons or parts of lessons, and 21 teachers or teaching assistants leading activities. Inspectors looked at pupils' workbooks and analysed assessment information on pupils' progress. Meetings were held with groups of pupils, the Chair of the Governing Body, the headteacher and other staff. Inspectors scrutinised records, safeguarding documentation, the school improvement plan, reports from the School Improvement Partner and minutes from the governing body's meetings, as well as a range of policies and procedures. Inspection questionnaires were completed by 196 parents and carers. The inspectors also looked at questionnaires completed by 100 pupils in Years 3 to 6 and by 40 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of strategies to improve writing throughout the school. ♦
- How effectively underachievement is picked up and rectified.
- How well middle leaders contribute to school improvement.
- How well pupils understand their community.

## Information about the school

This ethnically diverse school is much larger than average. There is a smaller proportion of pupils with White British heritage than is usual but this is still the largest group. Almost a quarter of the pupils speak English as an additional language; a higher proportion than average. An average proportion of pupils has special educational needs and/or disabilities, but the proportion with a statement of special educational needs is just above average. Their difficulties are mainly for speech, language and communication difficulties, or autistic spectrum disorders. The Early Years Foundation Stage comprises a Nursery and two Reception classes. There is a before- and after-school club run by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

William Patten Primary provides a satisfactory education for its pupils. Inspection evidence shows that attainment is broadly average overall and matches the Year 6 attainment over the majority of recent years. Most pupils make the progress expected of them and a number are exceeding this level, so that achievement is satisfactory overall. There was an improvement in reading and mathematics by the end of Year 6 last year, but fewer pupils gained the higher levels in writing than could reasonably be expected.

The school's main strengths are in its engagement with parents and carers and the local community, and in the quality of care and support provided for pupils. This results in their good personal development. Parents and carers are strongly supportive of the school. 'We are very happy with this school,' was a typical response in their questionnaire. A significant number of pupils benefit from good links with other agencies, particularly those pupils with speech and language difficulties and those with English as an additional language. This aspect of the school is well led. Pupils are eager to learn and they behave well. Their above-average attendance is testament to their enjoyment of the curriculum which includes a number of activities that enrich their personal development. These make a particularly strong impact on pupils' outstanding health awareness and cultural development, which helps them develop their good understanding of their local community.

From starting points that are broadly in line with expectation, children get off to a satisfactory start in the Early Years Foundation Stage. However, here, as in the rest of the school, planned activities and lessons do not always provide enough challenge for the higher attainers and particularly in writing. There are three main reasons for this evident across the whole school. Firstly, the quality of teaching and learning is variable. Special strategies are in place to improve writing. Their impact, however, is only satisfactory because teachers do not always match the activities sufficiently well to the differing abilities within the class and progress slows. Secondly, targets and advice given to pupils on how to improve their work are not consistent throughout the school. Thirdly, data available in the school to identify underachievement are sometimes analysed too generously. As such, it is not a fully effective tool to help teachers to accelerate pupils' progress and drive improvement. Middle managers are not sufficiently involved in monitoring the teaching and learning in their subjects across the school in order for them to fully understand what is needed to improve. The work of the governing body shows it is satisfactorily involved in the strategic management of the school. Although it is increasing its focus on holding the school to account for its work, it is not yet sufficiently involved in checking on the school's progress.

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However, the school has shown that intensive action can accelerate pupils' progress, and its identification of key priorities for development is accurate. Together with the teamwork evident among staff at all levels, this indicates a satisfactory capacity to improve.

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

- In the Early Years Foundation Stage, improve the challenge provided for those with skills and abilities above age-related expectation, and ensure plenty of mark-making activities are planned for all the children.
- Improve teaching so that pupils' progress is consistently good throughout the school, by:
  - ensuring that lessons engage and challenge all pupils, including the more able, and especially in writing
  - improving the quality of marking so that pupils are clear about how well they are doing and how they can improve their work.
- Improve the use of assessment to raise attainment and accelerate progress towards ambitious targets by:
  - analysing weaknesses accurately and addressing these consistently through marking and teaching
  - making more precise use of assessment information to match activities to pupils' different capabilities in the planning of lessons.
- Ensure that that leaders and managers at all levels monitor teaching and learning more rigorously, focusing on pupils' progress, and taking effective action to address any weaknesses.

## Outcomes for individuals and groups of pupils

**3**

Most children enter the school with skills and abilities broadly in line with age-related expectation. Inspection evidence confirms that pupils' achievement and progress are satisfactory overall at both key stages. Fewer pupils gained the higher levels in writing than could reasonably be expected last year at either stage but, by the end of Year 6, there were good increases in reading and mathematics. Pupils enjoy their learning and make better progress when they are given activities that are well matched to their needs. For example, in a Year 6 writing lesson on improving a playscript, activities were well matched to the different abilities within the class. The pupils worked enthusiastically, cooperated well with each other and made rapid progress. However, other lessons are not as well designed and progress is only satisfactory, especially for the more able, because their progress is sometimes held back through lack of pace and challenge.

Most pupils with speech and language difficulties or other special educational needs and/or disabilities, and those with English as an additional language, learn at a similar pace to their classmates. The progress of higher attaining pupils often slows when tasks are not sustainably challenging or learning not sufficiently brisk enough. Older pupils speak confidently about the importance of eating healthily and the need to take regular exercise. In particular, they show an excellent awareness of the dangers of eating too much fat or sugar and are determined to adopt healthy lifestyles. Pupils are confident that

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they are safe in school and those who look after them at home agree. Their spiritual, moral, social and cultural development is good overall. Pupils treat each other, and the adults who help them, with respect and contribute well to the local community. They spoke very proudly of the money they recently raised for charity. Pupils really like coming to school and enjoy the activities provided. They are proud of their school community and its tolerance and understanding of those with differing beliefs and traditions. Their attainment in literacy, numeracy and information and communication technology (ICT) prepares them satisfactorily for their futures.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Strength in the care and support that pupils receive has a highly positive effect on their personal development, although it has not yet translated into sustained good academic progress. Support and guidance are particularly skilled for pupils with special educational needs and/or disabilities, those whose circumstances might make them vulnerable and pupils who are at an early stage of speaking English. The before- and after-school care arrangements provide a good extension to the school day. Pupils are given good guidance to prepare them for their secondary schools.

The curriculum is enriched by worthwhile visitors who are invited into school to talk to, and work with, pupils. For instance, during the inspection, a professional story-teller motivated pupils to write by enacting stories they had previously written, in an ongoing

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well-planned programme spanning Years 1 to 6. A specialist physical education teacher inspired Year 1 pupils to challenge themselves and attempt new skills. The good curriculum contributes well to shaping pupils' good attitudes and personal skills, but the variable quality of teaching means that pupils' progress sometimes slows and this affects their overall achievement. In the best lessons teachers have good expectations of what pupils can achieve, visual resources are used to good effect, questioning is effective and develops pupils' skills and knowledge well. Sometimes good opportunities are provided for pupils to talk in pairs and this successfully promotes speaking and listening. ICT is generally used well to engage interest. However, there are too many lessons where pupils are not given enough opportunities to ask or answer questions or contribute their ideas.

Teachers are starting to make better use of assessment information to adjust lesson planning, but this is not yet consistent. As a result, there are too many instances when work is not tightly matched to the needs of individual pupils. Often the most able are required to complete the class activity before they move on to extension work which has been set for them. In the best practice, marking is helpful and provides constructive comments to help pupils improve, but this is not so in all classes. Sometimes, teachers do not pick up sufficiently on basic errors and difficulties pupils have in their writing right through the school, such as the formation of letters and numbers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers are broadly accurate in their evaluation of the school's strengths and weaknesses, although their view of its current effectiveness is overly generous. They have had a satisfactory impact on pupils' learning overall since the last inspection. The headteacher communicates her vision for the school satisfactorily but some leaders and managers are not yet involved enough in checking the quality of teaching and learning. This is hampering the drive for further improvement.

A new, effective system to establish children's starting points has enabled the school to have a much clearer view of the ability profile in the Nursery, from which to track progress and quickly spot underachievement. The governing body has linked individual governors with different aspects of the school's provision in order to sharpen its monitoring of the work of the school.

Community cohesion is promoted satisfactorily overall. The school is a harmonious community where pupils from different backgrounds get along well with each other. Special events such as 'International Evening' enable pupils to develop their understanding of others' cultures. The school promotes equality of opportunity and tackles discrimination

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satisfactorily. Action is taken through interventions and booster support to narrow any identified gaps in the performance of different groups of pupils, but occasionally the more able are not given sufficient challenge.

Safeguarding procedures are good and risk assessments for all trips and activities carefully consider pupils' safety. Parents and carers fully agree. The school communicates exceptionally well with parents and carers through newsletters and the website. Partnerships are good and support pupils' learning well. The satisfactory outcomes mean that the school provides satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery and the Reception Year with a range of skills and abilities which are broadly typical for their age and sometimes higher. They make satisfactory progress and enter Year 1 with broadly average attainment. Personal development is the slowest area of progress, whilst in 2010 children made good progress in calculation.

Children settle well quickly into the Nursery and the Reception classes because home/school liaison prior to entry is good. Children are cared for well, are happy and enjoy the activities on offer. Relationships with parents and carers are excellent. Teaching overall is satisfactory with some good practice evident. The planned curriculum covers all required areas of learning and provides children with an appropriate balance of adult-led and child-initiated activity, but activities do not always take sufficient account of the needs of the most able children or offer them sufficient challenge. Outdoor provision has improved since the last inspection in both the Nursery and Reception. The leadership and staffing of the Early Years Foundation Stage are satisfactory. New methods for establishing attainment on entry are now in place which enables the Early Years



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Foundation Stage staff to understand individual children more quickly, and is enabling all leaders and managers in the school to measure pupils' overall progress more accurately.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Over a third of eligible parents and carers responded to the inspection questionnaire. They were very supportive of the school. There was no significant dissatisfaction and the very few concerns demonstrated no particular pattern. The strongest dissent was in the manner in which concerns and suggestions are dealt with. Inspectors followed up on all these minor issues through discussions with the school, observations and a scrutiny of documentation and records. They found that concerns had been dealt with effectively, and that the school's engagement with parents and carers is outstanding.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Patten Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 196 completed questionnaires by the end of the on-site inspection. In total, there are 464 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	136	69	57	29	2	1	0	0
The school keeps my child safe	124	63	72	37	0	0	0	0
My school informs me about my child's progress	81	41	106	54	8	4	0	0
My child is making enough progress at this school	84	43	102	52	7	4	1	1
The teaching is good at this school	104	53	86	44	3	2	0	0
The school helps me to support my child's learning	90	46	89	45	12	6	0	0
The school helps my child to have a healthy lifestyle	102	52	87	44	6	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	102	52	73	37	6	3	0	0
The school meets my child's particular needs	86	44	98	50	8	4	1	1
The school deals effectively with unacceptable behaviour	84	43	92	47	11	6	1	1
The school takes account of my suggestions and concerns	74	38	99	51	15	8	1	1
The school is led and managed effectively	103	53	86	44	3	2	0	0
Overall, I am happy with my child's experience at this school	117	60	74	38	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 October 2010

Dear Pupils

**Inspection of William Patten Primary School, London N16 0NX**

Thank you for making the inspectors so welcome when we came to visit your school. We especially enjoyed talking to you and seeing how well you were doing.

Some things in your school are good and some could be better. These are the main things we found out about your school. Your personal development is good and you are very enthusiastic about eating healthily, taking regular exercise and keeping yourselves safe. You told us that staff look after you well. Visits and the many visitors who come into school make learning more fun and you especially enjoy the community events in which you are involved. These help you understand all about the different cultures represented within your school and it is a harmonious community. You behave well and your school is a very friendly place to be.

We have asked the school to do a few things to improve the education you receive so that you can make faster progress in your learning. For the children in the Early Years Foundation Stage as well as in the other year groups, we have asked your teachers to make sure you are given work that is challenging enough and makes you think a bit more, so that you all learn well, especially in writing. We have also asked them to make sure that they explain fully how you can improve your work when they mark it. A few of you told us this was a concern in your questionnaires. Your subject leaders and managers are also going to check regularly the quality of teaching and learning so that you always making the best possible progress.

Thank you again for your welcome. Keep enjoying school and working hard.

Yours sincerely

Ruth McFarlane  
Lead inspector

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