

# William Patten Primary School

Stoke Newington Church Street, London N16 0NX

**Inspection dates** 12–13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school

- An exceptionally skilled senior leadership team and excellent teaching enable pupils to achieve outstanding results.
- In English and mathematics, pupils' attainment at the end of Year 6 is much higher than that found in most schools nationally.
- Teachers use a variety of exciting and creative approaches to meet and respond to pupils' different learning needs. As a result, pupils are interested and motivated to learn and they make excellent progress.
- All teachers have high expectations of pupils. Their first-rate marking of work and constructive guidance in lessons guide pupils' next steps in learning.
- The school's leaders and governors have secured excellent improvement in the quality of teaching and pupils' achievement since the previous inspection. They continually check what works well and what needs improving to move the school forwards.
- Teachers use technology such as interactive whiteboards and computers creatively and effectively to motivate pupils.
- The school's very caring environment underpins the successful promotion of pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour is excellent. They are polite and show great respect for all members of the school community. Pupils say that they feel safe and are very well cared for.

## Information about this inspection

- The inspection team observed teaching in parts of 24 lessons. Six joint observations were conducted with the headteacher and deputy headteacher.
- Discussions were held with senior staff, teachers, three representatives of the governing body, a representative from the local authority and pupils.
- Inspectors analysed a range of documentation, including the school's self-evaluation, plans for improvement, safeguarding documents, policies, the school's website and records of pupils' progress.
- The inspection team took account of 99 responses to the online Parent View survey and views expressed by parents to inspectors during the inspection, along with the school's surveys of parents', carers' and staff views.

## Inspection team

Kewal Goel, Lead inspector	Additional Inspector
Ann Sydney	Additional Inspector
John Viner	Additional Inspector
David Gutmann	Additional Inspector

## Full report

### Information about this school

- William Patten is a larger than average primary school, with a Nursery. There are two classes in each year group from Reception to Year 6.
- The proportion of pupils from minority ethnic heritages is well above the national average, as is the proportion for whom English is an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium funding is below the national average. This is additional funding provided by the government to support pupils who are eligible for free school meals, amongst others.
- The proportion of disabled pupils and those with special educational needs supported by school action is below average. The proportion supported by school action plus, or with a statement of special educational needs, is just above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that every opportunity is taken to promote the speaking, listening and independent learning skills of children in the Early Years Foundation Stage.

## Inspection judgements

### **The achievement of pupils** is outstanding

- The achievement of all groups of pupils is outstanding and has improved significantly since the previous inspection. The proportions of pupils making and exceeding expected progress by the end of Year 6 are high, compared with national figures. By the time pupils leave, they are exceptionally well prepared for their time in secondary school.
- Pupils of all ages read widely and with enjoyment. Their writing is imaginative and interesting and captures the attention and emotions of the reader. Pupils learn a great deal in problem solving and application of skills in mathematics and are confident in tackling challenging problems that are not usually encountered until they are much older.
- Children join the school with skills and knowledge that are similar to those expected nationally for their age. They make good progress in Nursery, especially in their personal, social and emotional development. They continue to make good progress in Reception classes, especially in developing early reading, writing and mathematical skills. A few children are not confident to learn on their own because occasionally some adults do not do quite enough to encourage the development of speaking and listening skills for these children. However, nearly all start Year 1 with levels of knowledge and understanding that are higher than those usually found for their age.
- The school has been successful in securing a year-on-year improvement in pupils' attainment in reading, writing and mathematics at the end of Year 2, except for pupils who are eligible for extra support from 'pupil premium' funding. In 2012, the attainment of pupils when they left Year 2 was above the national average in all three areas.
- The most able pupils rise to the challenges provided by their teachers and all make outstanding progress. In 2012, a high proportion of pupils reached higher than expected levels of attainment in English and mathematics.
- High-quality tailored support for disabled pupils and those with special educational needs means that these pupils make excellent progress. Similarly, targeted support and guidance for pupils for whom English is an additional language result in them making significant gains in their language development. The use of the pupil premium funding is extremely effective in Years 3 to 6. Pupils in Years 1 and 2 known to be eligible for support through pupil premium have, until recently, made less progress than other pupils, but this is now being tackled successfully.
- Pupils across the school are consistently challenged to consider a wide range of personal, moral, social and cultural issues so that they develop a mature and responsible view of a range of issues. For example, during the inspection, many pupils participated in a high quality musical performance for parents.
- All staff make sure that every pupil in the school gets an equal chance to succeed, while valuing the differences in their backgrounds and beliefs. This is central to the work of the school.

### **The quality of teaching** is outstanding

- Much of the teaching in Years 1 to 6 is outstanding and never less than consistently good. Teachers have high expectations of what pupils can do. They plan interesting and motivating learning experiences and use skilful questioning.
- Teachers place a strong emphasis on the basic skills of literacy and numeracy. Information and communication technology is used extensively to enliven and engage learners. As a result, pupils are highly motivated to learn and achieve exceptionally well.
- Teachers use a variety of exciting and creative approaches to meet and respond to pupils' different learning needs. As a result, pupils are enthusiastic about their learning and make excellent progress. For example, in Year 6 pupils responded really well to their teacher's high

level of challenge to create high quality, interesting and creative book reviews.

- Arrangements to provide specialist support and teaching for disabled pupils and those with special educational needs are highly effective and enable them to make excellent progress. Teaching assistants demonstrate excellent understanding of pupils' needs and support them very effectively.
- Newly appointed staff in the Early Years Foundation Stage are knowledgeable and aware of the strengths and weaknesses of the provision. Adults know the children well, so the learning activities are personalised and accurately targeted to meet individual children's needs. However, opportunities are missed occasionally to develop children's speaking and listening skills and independence.
- High quality marking of pupils' work and constructive feedback by teachers involve pupils in deciding what to do next and how to influence their own learning. Pupils are given time to consider teachers' comments and respond appropriately. Pupils take pride in what they do well and understand that they are responsible for making sure they do as well as they can.
- The success of recent initiatives to promote reading is evident in pupils' enjoyment of reading across the school.

### **The behaviour and safety of pupils** are outstanding

- Pupils display consistently positive attitudes to learning during lessons. Pupils take pride in presenting their work to high standards. They work collaboratively, listen to different points of view and share their ideas to help one another learn. There is no disruption in the lessons.
- Pupils show a very good awareness of different forms of bullying. Pupils told the inspectors that instances of bullying of any kind are extremely rare, but the school is quick to act in such circumstances. E-Safety and how to deal with cyber bullying is high profile in the school.
- The school has a well-established behaviour management policy. It is clear, positive and consistently applied across the school. Pupils say that behaviour in the school is excellent. Parents appreciate the way in which the school promotes high standards of behaviour. There have been no exclusions.
- Pupils are courteous, well mannered and thoughtful. They are fond of the school. Pupils' enjoyment of school is reflected in the high rates of attendance, which are above the national average.
- Relationships in the school are excellent and pupils behave exceptionally well in lessons and around school. Scrutiny of behavioural records and discussions show that this is typical over time. Pupils are impeccably well mannered and warmly welcome visitors.
- All pupils feel safe and secure in the school. They told inspectors that if they have any concerns, teachers and other staff deal with them promptly.
- Specialist provision in the 'Place2B' is extremely successful in offering pupils support for personal and social issues, a fact recognised and valued by pupils and parents alike. Almost all parents and carers who responded to Parent View consider pupils' behaviour to be impeccable.

### **The leadership and management** are outstanding

- The senior leadership team and governors have a clear vision and relentless drive to improve standards through systems for checking and assessing the daily practice within the school. Their vision for the school is shared by all staff, who work exceptionally well as a team. Staff morale is high and there is no sense of complacency.
- A range of very clear systems are well established to support school improvement, including accurate school self-evaluation and the robust analysis of assessment information to ensure that

there is a sustained and successful focus on meeting pupils' needs.

- Leaders' expectations of staff are high. The school has rigorous systems to check on the quality of teaching and learning. Leaders provide clear guidance to teachers and teaching assistants on how to improve the quality of teaching and raise standards further. Annual reviews of teachers' performance are rigorous and provide challenging targets for their development. There are secure links between the quality of teachers' work and performance management.
- The school's strong caring environment has a great impact on the daily life of the school, which results in outstanding promotion of pupils' spiritual, moral, social and cultural development.
- Safeguarding systems are robust and meet all statutory requirements. These are reviewed regularly and valued highly by pupils and parents and carers.
- The curriculum helps teachers to be creative and pupils to be imaginative in developing their knowledge and understanding across different subjects. Pupils' experiences are enriched by a very wide range of visits and clubs, including music, art and sports.
- The local authority has taken a light touch approach to supporting the school, given the school's track record of excellent performance over recent years.
- Robust procedures, which meet financial regulations, are in place to monitor spending.
- Inspection questionnaires returned by members of staff show that the leadership of the school has the full support of staff. All members of staff provide good role models in consistently promoting the strong values and beliefs that permeate all aspects of school life.

■ **The governance of the school:**

- All members of the governing body share the same high expectations for the pupils as the senior leadership team. They monitor the effectiveness of the school rigorously and its comparative performance in relation to that of other schools nationally. They have a thorough knowledge of pupils' performance and its link to the performance management of staff. Governors manage the budget effectively. They are involved in making decisions on pupil premium funding. All governors have had training on budget management, safeguarding, safer recruitment and analysis of data. This has helped them to carry out their roles extremely well.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	130932
<b>Local authority</b>	Hackney
<b>Inspection number</b>	406392

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

<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>	465
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julian Winship
<b>Headteacher</b>	Kathryn Kyle
<b>Date of previous school inspection</b>	12–13 October 2010
<b>Telephone number</b>	020 7254 4014
<b>Fax number</b>	020 7241 4090
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