

Inspection of a good school: Stroud Green Primary School

Woodstock Road, London N4 3EX

Inspection dates:

14 and 15 September 2022

Outcome

Stroud Green Primary School continues to be a good school.

What is it like to attend this school?

This is a school where pupils are safe, happy and well cared for. When pupils join the school, they settle in quickly and soon make great friends. The school's inclusive ethos helps everyone to feel welcome. Staff have high expectations of all pupils. Teachers and support staff work together as a team to get the best from each and every pupil.

When asked, pupils listed dozens of things they love about their school. They especially like the way that everyone is valued for who they are. Pupils know that their opinions are taken seriously. Pupils enjoy swapping books at the 'little lending library' in the playground. They are looking forward to the grand opening of the school's farm and welcoming the new chickens.

Pupils behave well in lessons. They conduct themselves sensibly around the school because they know that this keeps everyone safe. Leaders deal with incidents, including any bullying, swiftly and effectively. Pupils know that staff help them to sort out any problems. Olive, the therapy dog, plays her part in helping pupils to calm down when they feel anxious.

Parents and carers are overwhelmingly pleased with all aspects of the school's work. Everyone agrees that the school is a great place to be. They are 'proud to be Stroud'.

What does the school do well and what does it need to do better?

The early years provision is settled and calm. Children quickly get to grips with the daily routines and respond well to their teachers' high expectations. Reading is prioritised right from the start. Staff are well trained to teach pupils to read using phonics. They know how to make sure that reading books match each pupil's place in the school's phonics programme. Pupils' phonics knowledge builds securely over time. They learn to read fluently and accurately. Pupils enjoyed talking about their favourite authors and were particularly proud of a world-famous author visiting their school.

Leaders are ambitious for pupils' learning and achievement. They have worked out what pupils need to learn in each subject. Pupils learn things in a sensible order. This allows them to build on what they have been taught previously. For example, pupils in Year 4 used their knowledge of place value and ordering to work out different intervals on a number line. Pupils in Year 5 used what they had learned about time and partitioning to answer questions involving roman numerals.

Leaders have planned what pupils need to learn. However, in a few subjects, it is not always clear exactly what they want pupils to know and remember in the long term. This means that the most important knowledge in each topic could be overlooked. In some instances, pupils struggle to remember the subject content they have been taught.

Pupils with special educational needs and/or disabilities follow the same curriculum as everyone else. Leaders make sure that these pupils get the right support to achieve well and reach their goals. Leaders also ensure that teachers have specialist support to help meet pupils' speech and language needs. Pupils said that they like having the chance to go over key words with a teaching assistant before the lesson because it helps them to get a head start and do well.

Teachers check pupils' learning in lessons and sort out any misconceptions. They present new information clearly to pupils so that they understand what is being taught. For example, pupils in Year 3 liked having more time to understand the meaning of the words 'monsoon' and 'glacier' because they had not seen these before. Pupils in Year 1 responded well when their teacher used real-life chairs in the classroom to represent a number problem. Staff make the most of opportunities to develop pupils' spoken language. For example, pupils are encouraged to rephrase their answers in complete sentences and use ambitious subject vocabulary.

Leaders check how well pupils are doing in each subject. The use of assessment is well embedded in mathematics and English. Leaders are refining what happens in the other subjects. This is because, sometimes, their checks on pupils' learning do not look at what pupils know and remember.

Pupils respond to teachers' high expectations. They enjoy learning and behave well. Leaders provide a range of activities and experiences, including clubs, visits and visitors to the school, which aim to enrich pupils' wider development. Older pupils know the meaning of democracy and said that they get to have a say in what happens in school. Pupils rise to the challenges of different jobs, such as litter picking. Pupils take their roles seriously. The 'anti-bullying ambassadors' are shining examples of this.

Staff are highly positive about working here. They said that leaders' decisions always take their workload into consideration. Teachers who are new to their careers are particularly well supported.

Safeguarding

The arrangements for safeguarding are effective.

Pupils know that one of the school's values is about being safe and they understand why it is important. Pupils learn, in an age-appropriate way, how to keep themselves safe in a wide range of situations. These include online safety, healthy relationships and the dangers of gang affiliation and carrying knives.

Leaders carry out the required vetting checks to ensure the suitability of all adults who work in the school. Leaders make sure that staff know and follow the school's procedures if they are concerned that a pupil might be at risk.

The school's pastoral team, including leaders responsible for safeguarding, works closely with a range of services to support pupils and their families, particularly those who are vulnerable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some of the foundation subjects, there is a lack of clarity about the specific knowledge pupils need to acquire as they study each topic. This makes it difficult to check what pupils know and remember as they move through the school. Leaders should refine curriculum plans in these subjects so that teachers and pupils are clear about the most important subject content pupils need to remember. Leaders should develop further the use of assessment in these subjects to help teachers to check what pupils know, remember and can do.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	131096
Local authority	Haringey
Inspection number	10211367
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	372
Appropriate authority	The governing body
Chair of governing body	Debbie Penglis
Headteacher	Lucy Walker-Collins
Website	www.stroudgreenprimary.com
Date of previous inspection	7 February 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in January 2020. The majority of staff have joined the school since the previous inspection.
- The school does not make use of alternative provision.
- The school has provision for two-year-old children.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and all members of the senior leadership team. He met with a group of governors, including the chair and vice chair.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also looked at curriculum plans in physical education, science and history. He spoke with pupils about their learning in these subjects and looked at pupils' work. The inspector met with leaders to discuss other subjects, including Spanish.
- To evaluate safeguarding, the inspector checked the single central record of staff suitability checks and met with the school business leader and designated safeguarding leaders. He reviewed documentation related to safeguarding, including case records.
- The inspector held meetings with groups of pupils to discuss their views. He spoke with staff formally in groups and informally with individuals. The inspector observed pupils' conduct around the school, including during social times and in the after-school club.
- Stroud Green Nursery, which is situated within the school building, has a different registration. It is inspected separately. Stroud Green Primary School caters for children from the age of two to 11 years. The inspector only inspected education at this school.

Inspection team

Gary Rawlings, lead inspector

His Majesty's Inspector

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