

# Devonshire Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	102087
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	307899
<b>Inspection dates</b>	17–18 September 2008
<b>Reporting inspector</b>	Daniel Kilborn

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 on roll</b>	
School (total)	437
Government funded early education provision for children aged 3 to the end of the EYFS	110
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr C Morritt
<b>Headteacher</b>	Ms H Peters
<b>Date of previous school inspection</b>	22 March 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Weir Hall Road London N17 8LB
<b>Telephone number</b>	020 8808 2053
<b>Fax number</b>	020 8885 8781

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<b>Age group</b>	3–11
<b>Inspection dates</b>	17–18 September 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is much larger than average and serves an increasingly diverse community with over thirty five languages represented. Four-fifths of the pupils are from minority ethnic backgrounds mainly from Turkish, Kurdish, Black British and Black African heritage. A high proportion of these pupils are at the early stages of learning English. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities (LDD) is broadly average. The majority of these need support with speaking, reading, writing and mathematics in lessons and with behavioural, emotional and social needs. The proportion of pupils who join or leave the school other than at the normal times is above average. The school has Early Years Foundation Stage (EYFS) provision and all Nursery children have full day placements. Daily breakfast and after school clubs are available for pupils and the school has received the International School Award and the Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory and improving education. Progress since the previous inspection has been satisfactory overall but shows more marked improvement over the past two years. Most parents are supportive of the school in all aspects of its work. One parent wrote, 'My children enjoy their school very much. It provides a good learning environment where the children feel safe.' A few parents feel the school does not take account of their concerns and suggestions. This is not supported by evidence from the inspection. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are good. Pupils are aware of their responsibilities, most enjoy learning and their behaviour and attitudes to learning are good. Pastoral care and guidance are good. Pupils develop a good understanding of what constitutes a healthy life style and know how to keep safe. As a result of the robust and creative measures being employed by the school to combat lateness and improve attendance there has been steady improvement. However, attendance remains below average.

There is a satisfactory curriculum with a wide range of enrichment activities including sport and the arts. The curriculum increasingly matches the needs and interests of the pupils, contributing to improving attitudes and standards.

Overall standards are below average but achievement is satisfactory for pupils of all backgrounds and abilities. Most children start school with low attainment, particularly in literacy and numeracy. They progress satisfactorily and, by the end of Year 2, whilst standards are still below average, they are now improving as the result of better teaching and focussed support from the Local Authority (LA). By the end of Year 6, standards are below the national average in English, mathematics and science, but have improved steadily over the past three years. There is some variation from year to year dependent on the different numbers of pupils with LDD and at early stages of learning English. Reading progress is stronger than writing. In mathematics, pupils find difficulty in applying their knowledge in problem solving situations and in recalling basic number facts quickly and accurately.

Based upon its impact on pupils' achievement over time, teaching is satisfactory. It is improving as the result of carefully focussed monitoring, and some good teaching was seen during the inspection. The appointment of new teachers after a period of some instability in the past is also leading to improvements in pupils' rate of progress. In some lessons, opportunities are missed to extend pupils' thinking and speaking skills and marking does not always help pupils improve their work. Most pupils with LDD make similar progress to all other pupils. Pupils who are at early stages of learning English also make satisfactory progress. These groups make better progress when they receive individual and small group intervention from the skilled teaching assistants and bilingual learning support staff. Pupils achieve well in information and communication technology (ICT), art, music and sport.

Leadership and management are satisfactory overall. The headteacher and deputy headteacher provide clear and decisive leadership. They have high aspirations for the pupils and are supported well by subject leaders, staff and governors. The school is aware that more needs to be done to raise achievement and standards and embed new initiatives securely across the school. Self-evaluation is good. It is now based more effectively upon a good range of performance data that has helped to identify areas of underachievement and target support where it is most

needed. This is beginning to improve achievement, standards and teaching. Good teamwork is established and staff morale is high. As a result, there is good capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Many children start school with skills that are well below expectations, particularly in their communication, language and literacy, mathematics and personal development. By the end of the EYFS, standards remain well below average in each of these areas except personal development. Children make a good start in the Nursery. They settle well into the daily routines as the school makes effective links with parents through home visits and sharing of information. As adults take good care of them, children are happy and enjoy their learning. Overall, most children make satisfactory progress towards the Early Learning Goals. However, children who stay two full years in the EYFS generally make better progress. Teaching is satisfactory overall. There is a good balance between activities directed by the teacher and those chosen by children. The outdoor play areas are well organised with a range of stimulating activities, linked to the six areas of learning. Resources are generally used well to develop children's independent learning skills but adult intervention in their learning is not always sufficiently rigorous. There are not always planned opportunities that encourage children to talk and contribute to discussions. Leadership of the EYFS is satisfactory.

### **What the school should do to improve further**

- Raise standards and improve pupils' achievements in reading, writing, mathematics and science.
- Build on the good practice seen across the school to improve the quality of teaching so that a higher proportion is good or better.
- Improve rates of attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement, including that of pupils with LDD or at early stages of learning English, is satisfactory overall. The school is addressing, with some success, pockets of underachievement and low standards over the last three years. High pupil mobility has had a detrimental impact on achievement and standards. It has presented continual and additional challenge for teachers and assessment systems. Current standards are below average at the end of Years 2 and 6 but are improving as the result of more focussed support, rigorous monitoring and LA initiatives. Pupils are beginning to make more consistent progress as the impact of the better and more stable teaching begins to take effect. Their writing, number knowledge and their ability to apply their basic skills in mathematics to investigative work are weaker aspects of their work. There has been good improvement in pupils' skills in ICT and standards in the subject are broadly average.

## Personal development and well-being

### Grade: 2

The pupils really enjoy school and learning. They work hard to make progress. Behaviour in class, around the school and in the playground is good. Pupils say that they feel safe and are happy to be at school. They feel confident in approaching staff if they have a worry or concern, knowing that they will be listened to and supported. Pupils report that the rare occurrences of bullying are dealt with effectively. Pupils have a good understanding of right and wrong and show respect for one another whatever their cultural or religious heritage. The School Council leads the positive contributions the pupils make to the community whether it is raising funds to provide each pupil with a whiteboard or to help children with leukaemia. Pupils say their ideas and opinions are listened to and valued by the adults in the school. Peer 'buddies' and mediators are fully appreciated by the pupils and there is keen competition to be chosen as a mediator. Improvements in basic skills, together with positive attitudes to learning and a willingness to work independently and together prepare the pupils satisfactorily for their future education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are improving and a number of good and a few outstanding lessons were observed during the inspection. Relationships between adults and pupils are good and teachers generally manage their classes well. As a result, pupils behave well and their attitudes to learning are good. Teachers have good subject knowledge and match tasks satisfactorily to pupils' abilities. Pupils have the opportunity to work in pairs and groups, which contributes effectively to their personal development. In the best teaching, there are high expectations and on-going challenge for all pupils, who work at a brisk pace and make good progress. Effective teaching makes good use of pupils' home languages to support those who are new to English. Where teaching is less effective, questions are not challenging enough to extend pupils' thinking and speaking skills. Although there is some good marking, it is not always consistently used to help pupils know how they might improve. Most parents are pleased with the quality of teaching and their children's progress. As one of them wrote, 'The school is improving due to good teaching.'

## Curriculum and other activities

### Grade: 3

The curriculum meets requirements and has some good features. The school is developing a curriculum that shows an awareness of the preferred learning styles and needs of its pupils. This is beginning to have an impact on their standards and attitudes. ICT is used well to support learning both in the classroom and in the specialist suite. Strengths lie in the wide range of enrichment activities that has a strong creative element. Working with groups such as the Royal Shakespeare Company and the Sixty Minute Opera, and the school's steel band provide a richly creative element to the curriculum. Visits into the community and visitors to school extend learning well. The school's work to achieve the International School Award has successfully raised pupils' awareness of communities in the wider world. The wide variety of clubs, with a strong emphasis on sporting and fitness activities, is well supported and valued by the pupils.

## Care, guidance and support

### Grade: 2

All adults are fully committed to providing nurturing support that encourages pupils to achieve. They implement the safeguarding and child protection systems thoroughly and, as a result, pupils feel safe in school. A comprehensive and imaginative raft of strategies is in place to bring about improvements in the pupils' attendance and punctuality. Thoughtful arrangements are in place to ensure that pupils make a smooth transition into their new class or to their secondary school each September. The progress of all pupils is tracked and monitored very closely, with pupils being provided with a clear understanding of their targets for improvement. Learning mentors help to ensure a good and consistent approach to supporting pupils with behavioural and emotional difficulties. Good links with external agencies support pupils well, including those who are particularly vulnerable.

## Leadership and management

### Grade: 3

The good leadership of the headteacher and deputy has provided the school with a clear direction during a period of staffing instability. The headteacher and deputy have restructured and strengthened the senior leadership team and have a clear understanding of the strengths of the school and where improvement is needed. There is a good well-researched school development plan. The recent improvement in teaching and learning stem from successful recruitment and the training of staff within the school. Senior leaders have been empowered to develop their roles and are beginning to have an impact on improving achievement and standards. Governors support the school well and are now more effectively monitoring its work and increasingly holding it to account for its performance. Learning resources, finances, attendance and punctuality are managed well by the office staff.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

26 September 2008

Dear Pupils

Inspection of Devonshire Hill Primary School, London, N17 8LB

Thank you for the friendly welcome the inspectors received during our recent visit to your school. We enjoyed talking with you and looking at your work. We think your school is improving and is providing you with a satisfactory education. With your help, we are sure that the headteacher and all the staff in the school will continue to make your school even better.

We were impressed with your good attitudes to work and how well most of you get on together. The many new pupils to the school tell us how quickly they made friends. We would like to thank the school council for sharing their views with us and were pleased to see how many of you take responsibility as class monitors, peer mediators and as school monitors. We were also impressed with how you raise money for the school and the outside community. The International School award shows us that you have a good awareness of the wider world and different heritages. The naming of all rooms and classes after countries has helped your knowledge.

You try hard in your lessons and the teachers make many of these interesting, challenging and enjoyable. We have asked your headteacher to make sure all your lessons are like this. You are doing well in ICT, art, music and sport. We thought the Year 5 steel band playing was exceptional and were pleased to see how many of you attend the good opportunities for out of school activities. We think that you could improve still further in your reading, writing, mathematics and science and have asked the teachers to help you become even better. We know the school is trying its best to make sure you always attend and we have asked it to continue with this. You can play your part to make sure you attend school because if you miss work it is hard to catch up and more difficult for your teachers to help you.

We know that your teachers and visitors to school teach you about healthy eating and the importance of taking regular exercise. You tell us there is always an adult to help you if you have any problems and that you feel safe in school.

We enjoyed our visit to your school and we wish all of you the very best for the future.

Yours sincerely,

Mr D Kilborn

Lead Inspector