

Devonshire Hill Primary School

Inspection report

Unique reference number	102087
Local authority	Haringey
Inspection number	376666
Inspection dates	17– 18 January 2012
Lead inspector	Kath Beck

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

Type of school	Primary
School category	Community
Age range of pupils	3– 11
Gender of pupils	Mixed
Number of pupils on the school roll	467
Appropriate authority	The governing body
Chair	Robert Wilne
Headteacher	Julie D'Abreu
Date of previous school inspection	17– 18 September 2008
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Age group	3–11
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Introduction

Inspection team

Kath Beck	Additional inspector
Peter Thrussell	Additional inspector
Lynda Walker	Additional inspector

This inspection was carried out with two days' notice. More than half of the time was spent observing teaching and learning. Inspectors visited 23 lessons taught by 16 teachers and teaching assistants. They made short visits to sessions where pupils were taught specific skills to enhance reading and mathematical calculations. A range of individual and small group sessions for pupils with special educational needs and pupils who have a disability, or who are new to English and education, were observed. In addition, inspectors saw 14 shorter parts of lessons accompanied by the headteacher. Some pupils read to the inspectors. Meetings were held with a small number of parents and carers, members of staff, a representative of the local authority, representatives of the governing body and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at the school development plan, the school's records of attendance and pupils' attainment and progress, and arrangements to secure pupils' health and safety. Inspectors analysed the views of 199 parents and carers who responded to the questionnaires. They also analysed the questionnaires from staff and pupils.

Information about the school

This school is larger than the majority of primary schools. The percentage of pupils who come from minority ethnic groups and who speak English as an additional language is much higher than usually found. The largest groups are from any Other White, Black African, and Black Caribbean backgrounds. The proportion of pupils known to be eligible for free school meals is high in comparison to other schools nationally. The percentage of pupils identified as having special educational needs and/or disabilities is above the national average, although it is average for pupils with a statement of special educational needs. The Early Years Foundation Stage consists of a fifty full-time place nursery and two Reception classes. The proportion of pupils who join and leave the school at other than the usual time is above average. Some of these pupils are new to speaking English and new to education. There is a daily breakfast club run by the governing body.

The leadership team, including the headteacher and deputy headteacher, has changed since the last inspection. Five newly qualified teachers started at the school in September 2011. Government floor targets have been exceeded for the last three years. The school has recently received an award for the most improved level of attendance within the local authority.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Senior leaders and managers, including the governing body, share an ambitious vision for the school, setting high expectations for pupils and staff. They are determined that pupils attend regularly, have high aspirations for their future and fulfil the school’s aim to be ‘successful learners’. Consequently, national test results have risen from a low point to broadly average during the last three years.
- Most pupils, including those with special educational needs and/or disabilities, make good progress. High-quality provision, especially for older pupils who are new to speaking English or to education, enables them to settle quickly into school and acquire the skills they need to achieve well.
- The majority of teaching is good or outstanding. Teachers place strong emphasis on providing pupils with good skills in literacy and numeracy. Through rigorous marking and assessment pupils receive a very clear picture of what they do well and what they need to do to improve. This inspires them to do as well as they can. In a small minority of satisfactory lessons, mostly in Years 1 and 2 and the Early Years Foundation Stage, opportunities to accelerate pupils’ language development through interaction with adults, discussion and effective questioning are missed. Some activities lack challenge and on occasion teachers do not provide sufficient resources to assist pupils’ understanding.
- An innovative curriculum promotes strongly pupils’ understanding of moral issues and knowledge of different faiths, cultures and countries around the world.
- The school is a highly cohesive and safe community. Pupils said they are proud of the way pupils from all nationalities get along well together and that behaviour is good most of the time. Older pupils have helped to make decisions about new arrangements for catering at lunchtime. Generally they have few responsibilities and little influence over matters that affect their educational experiences. This reduces opportunities for them to use their initiative.

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What does the school need to do to improve further?

- By December 2012 raise the quality of teaching so that all is consistently good or better by ensuring all staff, but especially those in Years 1 and 2 and the Early Years Foundation Stage:
 - use the skills gained in recent training more effectively to accelerate pupils' language development across all subjects
 - improve the way they ask questions and use discussion to deepen pupils' knowledge and understanding
 - make effective use of resources to challenge and support pupils' learning across the curriculum.
- Provide more opportunities for pupils to use their initiative as part of their social development and preparation for the next stage of their education by:
 - giving them more opportunities to take on a range of responsibilities
 - increasing their involvement in decisions that affect their experiences in school.

Main report

Achievement of pupils

Most parents and carers who responded to the questionnaire rightly believe that their children, including those in the Early Years Foundation Stage, are making good progress. Pupils achieve well in relation to their varied starting points. Data show that in recent years attainment has improved rapidly as a higher number of pupils in each year group are reaching or exceeding the levels expected for their age. Currently in Year 6 attainment in reading and writing is broadly average. It is above average in mathematics. The rise in attainment stems from an increased amount of good and outstanding teaching that focuses on developing pupils' skills, as well the provision of books and activities that motivate boys to learn well. The school day is organised to maximise the time available for pupils to absorb new learning, reflect on their ideas and complete the tasks they are set. The mature attitudes, especially of the older pupils, enable staff to work with individuals without interruption.

Significant improvements in the resources and provision for children in the Early Years Foundation Stage have contributed to a steep rise in children's achievements at the age of five. Attainment is now above the national average in all the areas of learning. The implementation of a programme to help younger children and pupils in Years 1 and 2 to learn the sounds that letters make is proving successful. They draw on this knowledge well to read new words and to write confidently and independently. Attainment in reading by the end of Key Stage 1 is average.

Pupils respond enthusiastically to teachers' high expectations and the ambitious targets set for them. In the mathematics lessons observed pupils used a good range

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of resources to rapidly acquire secure skills in mental arithmetic and calculation and applied them confidently to problem solving. In writing, teachers made sure pupils had the skills to spell accurately and punctuate their work correctly. Lessons for the older pupils included high-quality discussions that enabled them to extend their vocabulary so that their writing often captured the interest and emotions of the reader. This was not always the case in Years 1 and 2, where discussions did not deepen pupils' understanding. In the Early Years Foundation Stage, staff do not always provide sufficiently challenging activities or engage in effective interactions with the children to extend their early spoken communication skills.

Rigorous reviews of pupils' progress every three weeks ensure that provision is amended to meet the needs of each individual. There is little disparity in the progress between the different minority groups in the school. One-to-one tuition and small groups led by skilled staff ensure that pupils with special educational needs and pupils who have a disability receive provision that is carefully matched to their needs; as a result, they too make good progress.

Quality of teaching

Parents and carers are correct in their belief that teaching in the school is good. In outstanding lessons teachers use their excellent subject knowledge and skills to make learning meaningful and help pupils to build up and apply knowledge and skills very quickly across a range of subjects. They make very effective use of information and communication technology to focus and extend learning. For example, in a religious education lesson, a short video provoked pupils' thoughts on the meaning of freedom. Pupils discussed their ideas drawing on their knowledge of the Exodus from Egypt, the feast of the Passover and *The Diary of Anne Frank*. This high-quality lesson promoted pupils' spiritual, moral, social and cultural development strongly.

This high standard is not yet consistent throughout the school or in all subjects of the curriculum. In most good lessons teachers have high expectations of what pupils can do. They use a wide range of strategies to capture pupils' enthusiasm, drawing on a curriculum that is designed to meet the interests of pupils from a wide range of backgrounds. However, resources and questioning are not always used effectively to deepen understanding, especially in history. Good habits of learning are established in the Early Years Foundation Stage and key skills are now developed systematically as pupils move through the school. That said, in Years 5 and 6 there are gaps in pupils' learning, but these are closing rapidly. This is because teachers mark pupils' work thoroughly, giving them a clear idea of their level of attainment and what they need to do to make better progress. Pupils also assess their own work and that of their classmates. They explain what they are finding difficult and lessons are amended accordingly.

Skilled teaching assistants add much to pupils' progress when working with pupils individually or in small groups, in or out of the classroom. They know exactly what pupils are to achieve and use high-quality resources to promote learning.

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Behaviour and safety of pupils

Pupils' behaviour makes a very positive contribution to a safe and well-ordered school. Parents, carers, pupils, staff and representatives of the governing body are very positive about behaviour and safety. They say the good behaviour observed in most classes, and exemplary behaviour in Year 6, is typical. A few pupils became restless when they were not captivated by the task they were asked to complete. A few pupils have statements of special educational needs that include behavioural issues. They are managed very well so that they do not distract the learning of others. Most pupils show courtesy to staff and to one another. The number of fixed term exclusions has reduced considerably in the last two years and is very small.

Robust procedures prevent bullying and pupils from all backgrounds are very proud of the way they play and work together happily. This enables them to thrive and learn in a happy atmosphere.

Pupils know well how to stay safe. Advice from staff and lessons in personal, social and health education give them a clear idea of the risks they might face and how to manage them. Levels of attendance, although below average, have shown significant improvement, especially in the past year. Staff are vigilant in checking the reasons for pupils' absence. Senior leaders work with parents and carers to help them to realise the importance of their child's attendance. They are vigorous in their application of procedures against families who do not send their children to school or who remove them for extended holidays in term time. The breakfast club and a 'soft start' to the school day, when pupils can enter school as soon as they arrive, encourage pupils to be punctual, and allows lessons to get underway promptly.

Leadership and management

Leaders and managers, including the governing body, have worked in partnership with others from schools previously judged to be outstanding to help them implement and realise their ambitious vision for pupils to achieve highly.

All staff have clear roles and responsibilities and are held fully accountable for the progress their pupils make. Responsibilities are shared across the leadership team so that the headteacher can focus strongly on improving pupils' learning. Frequent, informal monitoring of teaching and learning gives staff confidence in their abilities and the changes they must make to improve their practice to enhance pupils' learning. Newly qualified teachers are inducted well so that they share the school's aims and implement policies, especially for behaviour management, consistently. Courses to raise skills in teaching reading, writing and mathematics have had a strong, positive impact on the quality of teaching and raised attainment.

The governing body challenges and supports the leadership team very effectively to ensure all changes benefit pupils and enhance their progress. Highly efficient

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management of the budget has allowed senior staff to improve the size of classrooms, provide high-quality outdoor provision for the Reception classes and significantly increased levels of resources for literacy and numeracy. These resources have been carefully selected so they motivate pupils, particularly boys, and foster their curiosity.

The curriculum is good and meets pupils' differing needs well. It enables them to learn and apply a wide range of knowledge and skills and to achieve well across all subjects of the National Curriculum. Pupils' spiritual, moral and social development is developed effectively. Through the books pupils have read they have reflected on, and discussed, moral issues such as segregation in South Africa. Pupils have a high level of respect for those from faiths and cultures different from their own. Innovations within the curriculum contribute to pupils' enthusiasm for learning, good standards of behaviour and increased rates of attendance. However, there are fewer opportunities to enhance pupils' social development through taking on responsibilities and influencing ways to enhance their learning.

Equality of opportunity is key to the school's work. It is fully inclusive and monitors the progress of each individual thoroughly. Underachievement and the reasons for it are identified quickly and action taken to overcome it. The governing body is rigorous in its arrangements for safeguarding pupils. The school works closely with outside agencies to support those whose circumstances may make them vulnerable.

As a result of these strategies, together with strong teamwork, clear vision, vigorous self-evaluation and willingness to work with others, the quality of the school's provision has improved significantly since the previous inspection. With a rising trend in attainment in all year groups, the school has a good capacity to improve.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



19 January 2012

Dear Pupils

Inspection of Devonshire Hill Primary School, London N17 8LB

Thank you for the warm welcome you gave us when we visited your school recently. We really enjoyed meeting with you, listening to you read and looking at your work. In your questionnaires you told us that you really enjoy coming to school, you feel safe, you learn a lot and your teachers help you to do as well as you can. We were pleased to hear you say that you all get along really well and behave well most of the time. This helps you to concentrate in your lessons and take real pride in your work. You said you had noticed a lot of changes for the better in school over the past two years. You like the way your teachers give you interesting things to do and let you know how well you are learning and what you need to do to improve. You say this helps you to feel successful and want to do even better. You also mentioned that you like your new spacious classrooms. We know you have helped to bring about changes to the arrangements at lunchtime, but you do not yet have many opportunities to take responsibility or influence your experiences in school.

You go to a good school. Everyone wants you to be successful in your learning so that you can do the jobs that you would like to do when you grow up. Teaching is good, but in some classes it is even better than this and this is helping you to gain the skills you need when you go to secondary school. To make the school even better, we have asked the staff, especially those working with the younger pupils, to:

- help you to extend your skills in speaking, reading and writing
- ask you questions that make you think hard about what you are learning
- use real objects to help you understand new ideas and to challenge you to do your very best
- give you more opportunities to take on a range of responsibilities and increasing your involvement in decisions that affect you.

We know you will help in every way that you can.

Yours sincerely
Kath Beck
Lead inspector

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