

# Stanley Park Junior School

Stanley Park Road, Carshalton, SM5 3JL

**Inspection dates** 29–30 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well. Their attainment at the end of Year 6 is above average and in some instances well above, particularly in mathematics.
- Teaching is good overall, with some that is outstanding.
- The headteacher and senior leaders monitor performance rigorously. As a result, the quality of teaching has improved and gaps in the achievement of different groups of pupils are closing.
- Pupils are now making good progress in reading because of the additional focus given to teaching it.
- Governors are ambitious for the school and its pupils. They are well informed and ask increasingly challenging questions of school leaders to improve performance.
- Attendance rates are well above average.
- Pupils behave well in lessons. Their positive attitudes and engagement contribute to the good progress they make. Pupils have high expectations of what they can achieve.
- Staff morale is high. Teachers and support staff work well together. They are committed to making sure that each pupil achieves their potential.
- Teaching assistants make an effective contribution to the learning of groups of pupils inside and outside the classroom. Small-group and individual support is used effectively to accelerate the progress of any pupils who appear to be falling behind.
- Pupils enjoy the well-planned and varied curriculum. Imaginatively presented topics ensure that pupils are engaged in their learning. These provide good opportunities for pupils to link subjects together and to develop their literacy and numeracy skills.

### It is not yet an outstanding school because:

- Not enough of the teaching is outstanding. Although teachers' marking is regular and detailed, it does not always result in improvements in pupils' work.
- Activities planned for less-able pupils are not always pitched at the right level.
- The extensive work of school leaders has not been entirely successful in engaging with all parents and carers and ensuring they fully understand the impact of the school's work.

## Information about this inspection

- Inspectors observed teaching in 15 lessons, including two jointly with senior leaders. They also made 15 short visits to classes, including two jointly with a senior leader, and one visit to an assembly.
- Inspectors observed pupils' behaviour in lessons, around the school and at break and lunchtimes.
- Inspectors held meetings with senior leaders to discuss the progress that pupils make throughout the school. They analysed the school's information on pupils' attainment and progress.
- Meetings were held with other senior leaders, subject leaders and five governors, including the Chair of the Governing Body. An inspector also met with a local authority representative.
- Inspectors took account of the views of 138 parents and carers as expressed in the online survey, Parent View. They also considered the school's own surveys of parents' and carers' opinions. Inspectors spoke informally with parents and carers at the start of the school day. Inspectors received and analysed 25 staff questionnaires.
- Inspectors listened to pupils read and interviewed two groups of pupils. They looked at samples of pupils' work in their books during visits to classrooms.
- Inspectors looked at documents including: those relating to the monitoring of teaching and learning; minutes of governing body meetings; records relating to behaviour and attendance; planning for school improvement; and documents relating to safeguarding.

## Inspection team

Jeremy Loukes, Lead inspector

Seconded Inspector

Angela Corbett

Her Majesty's Inspector

David Webster

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- Most students are White British, with most other ethnic groups also being represented. Very few speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils eligible for the pupil premium funding is below average. This is additional government funding provided to schools to support pupils who are known to be eligible for free school meals, those in local authority care and those with a parent or carer in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision for pupils.
- There have been few staffing changes since the last inspection and the headteacher has been in post since 2010.

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

- Increase the proportion of outstanding teaching by making sure that teachers:
  - consistently ensure that pupils make good use of teachers' feedback in their marking to help them improve their work
  - check that the activities they plan are pitched at the right level for less-able pupils.
- Review the school's strategies for engaging with parents and carers so that they have a more positive understanding and perception of the school.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress during their time at Stanley Park Junior. By the end of Year 6 their attainment is above, and in some instances well above, average in writing, and exceptionally so in mathematics. This is because teaching is good and sometimes outstanding.
- Pupils eligible for support from the pupil premium, disabled pupils and those with special educational needs made less progress than other groups based on the 2013 tests. However, most pupils in these groups currently at the school are making good progress. The very effective support they now receive has significantly narrowed the gap between their performance and that of their peers. Year 6 pupils eligible for the pupil premium are now two terms behind their peers in mathematics and less than a term behind in reading and writing. Governors, leaders and staff at all levels check the progress of these pupils regularly to ensure that the funding is spent well.
- The proportion of pupils making expected progress in reading dipped last year because pupils of average ability did not achieve as well as expected. School leaders responded swiftly and decisively, identifying the changes needed to prevent it happening again. Reading now has a high priority and rates of progress across the school are strong. During the inspection, pupils expressed their love of reading to inspectors, engaging confidently in discussion about favourite authors and the importance of reading.
- Teachers skilfully create opportunities to develop pupils' literacy skills throughout the curriculum. They make sure that vocabulary is well chosen and challenge pupils to continually improve their writing.
- The most able pupils achieve exceptionally well at this school. In the 2013 national tests, a very high proportion of pupils attained the highest level in mathematics. They made outstanding progress during their time at the school.
- By the time they leave Stanley Park Junior, pupils are well prepared for secondary school. This year, a quarter of Year 6 pupils passed academic entrance examinations for selective schools.

### The quality of teaching is good

- Teaching is good overall with some that is outstanding. Teachers have high expectations of what pupils can achieve. They have good subject knowledge which allows them to explain ideas clearly when introducing new ideas and topics to pupils. By asking well-judged questions they find out how well pupils understand the work.
- Some teaching is inspirational because of the creative approach taken by teachers. Teachers' questions make pupils think deeply about their learning. The links made, for example, between work in different lessons help pupils to understand how they can apply their knowledge in different subjects. Teachers carefully plan activities which develop pupils' literacy and numeracy skills effectively.
- The most able pupils are given work which both stretches and challenges them. They reflect on their performance and learn how to analyse the quality of their own work. This prepares them exceptionally well for secondary school.
- The feedback teachers give to pupils in their marking is thorough and accurate. It highlights work that is good and in most instances provides pupils with clear advice about how to improve. However, pupils do not always respond to the teachers' suggestions or apply them in work they do next to increase their rates of progress. This is because teachers do not check consistently that pupils have acted upon the advice they have been given.
- Well-trained teaching assistants work in close partnership with teachers. Their support for pupils who are struggling is very effective. They ask questions and use practical resources well to help pupils think and solve problems for themselves. School leaders regularly check how well these pupils are doing so that support can be better tailored to meet their needs.

- Where teaching is outstanding, pupils of all abilities concentrate exceptionally well. They make outstanding progress because the level of challenge in their work is just right. Where teaching is less effective, the level of work is not pitched well enough; less-able pupils, in particular, sometimes find work too hard and they struggle to complete it.

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

- The behaviour of pupils is good. School records show that behaviour is typically good and that the number of exclusions is below average. Pupils say that name calling is rare and that it is dealt with quickly by school staff.
- Pupils generally behave responsibly and are thoughtful towards each other when in the main play areas. They respond quickly to the bell at the end of break and lunchtimes, returning promptly to their classrooms so that lessons can start on time. This is because of the high value pupils place on learning.
- Pupils are well presented and wear their uniform with pride. The school site is well cared for and respected by pupils. Equipment for pupils to use at break times is in good condition. Pupils are keen to talk about the 'Green Zone', explaining how they use it during science lessons to explore habitats.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. Parents, carers and staff agree.
- Through Parent View, Ofsted's online questionnaire, and the school's own survey, some parents and carers express concerns about pupils' behaviour and how effectively the school tackles bullying. However, parents and carers spoken to during the inspection were unanimous in their praise for the school's work in this area. One parent or carer explained that teachers dealt promptly with concerns; another, that their child was 'happy and thriving' at the school. Inspectors agree that the school deals effectively with bullying.
- Pupils have a good awareness of the different forms of bullying, including cyberbullying. Lessons, assemblies and a themed 'Safety Week' include relevant information about safety in different environments. Pupils feel safe and are confident that any difficulties would be dealt with swiftly by adults. They have an extensive knowledge of how to keep themselves safe when using the internet.
- The school's support for pupils' personal development is good. A variety of roles allow pupils to take on responsibilities as prefects, 'eco-reps' and 'ICT-Tekies'. Mini-mentors, wearing their high-visibility jackets, help pupils resolve conflicts, make friends and have enjoyable lunchtimes.
- Pupils' attendance is well above average. The actions taken to improve it further are effective.

### **The leadership and management** are good

- The headteacher and senior leaders have high expectations for pupils. They have established an inclusive ethos and are determined to provide an all-round education which supports pupils' academic and personal development. They have taken decisive action to promote equality of opportunity by ensuring that gaps in achievement are closing between different groups of pupils.
- School leaders have an accurate understanding of the school's performance which they use to decide future actions.
- Senior leaders visit classrooms frequently and make highly accurate judgements about the quality of teaching and its impact on pupils' learning. Their detailed feedback to teachers clearly identifies ways in which they can improve their practice. As a result, the quality of teaching has improved.
- Middle leaders have a secure knowledge of their subjects. They have identified areas for improvement accurately. Their precisely targeted actions have improved the quality of the curriculum and increased pupils' rates of progress.
- Leaders set teachers challenging performance targets which are based largely on pupils'

progress. Leaders have been clear about their expectations and have withheld pay progression where these have not been met.

- The rich and varied curriculum promotes learning well. It enables pupils to apply skills they have already learnt in different subjects. Pupils are inspired by the themed days, which provide memorable learning opportunities. During the inspection Year 3 pupils were thoroughly engaged in a variety of Second World War related activities in the school hall. They cleared imaginary bombs, took refuge in an Anderson shelter and sounded the 'all clear'. The music curriculum offers a variety of performance opportunities throughout the year with all pupils learning either the violin or cello in Year 4.
- Pupils' spiritual, moral, cultural and social development is promoted well. Pupils have a strong sense of 'right and wrong' and their responsibility towards each other. A variety of after-school clubs, including gardening, arts and crafts, djembe drumming and Spanish, allow pupils to extend their learning and develop their appreciation of different cultures.
- The school does a good deal to engage with parents and carers and to help them to support their children's learning at home. Parents and carers speak highly of the range of events on offer to help them understand the curriculum that is taught. These include family learning workshops, year group evenings, curriculum meetings and coffee mornings. While all parents and carers spoken to were very positive about the school and would recommend it to others, this was not fully reflected in the Parent View responses.
- The school's arrangements for safeguarding, including the recruiting and vetting of staff, meet statutory requirements.
- The school has used the new primary school sports funding to extend the range of sports promoted and increase the involvement of those supported by the pupil premium. The school has recently been represented in a variety of competitions, including the borough swimming and cycling championships as well as netball and tag rugby tournaments. Through the Crystal Palace partnership, pupils take part in health and fitness sessions.
- The local authority provides external challenge and validation of the school's performance.
- **The governance of the school:**
  - Governors have a good understanding of the strengths of the school and of the areas it needs to improve. They actively seek training to develop their own skills and are increasingly effective in their challenge of school leaders. They ensure that the school's finances are carefully managed.
  - Governors receive detailed reports from the school about the performance of different groups of pupils and the quality of teaching. Their visits to the school give them first-hand evidence of the school's work. They are fully involved in decisions about performance management, teachers' progression up the pay scale and the performance of the headteacher.
  - Governors understand the purpose of additional funding, such as the pupil premium and sports funding, and make sure that it is spent effectively.

## 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>	103005
<b>Local authority</b>	Sutton
<b>Inspection number</b>	439944

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>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	358
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Scott-Evans
<b>Headteacher</b>	Barbara Clark
<b>Date of previous school inspection</b>	19–20 March 2009
<b>Telephone number</b>	020 8647 7497
<b>Fax number</b>	020 8773 8590
<b>Email address</b>	stanleyparkjunior@suttonlea.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

