

# Stanford Primary School

Chilmark Road, Norbury, London, SW16 5HB

**Inspection dates** 15–16 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

**This is a school that requires improvement. It is not good because:**

- Pupils do not all make strong enough progress.
- The most able pupils, in particular, do less well than they could.
- Teaching does not always enable pupils to do well. Tasks set are sometimes too easy.
- Pupils occasionally lose concentration and become restless when the level of challenge is not right for them.
- Younger pupils sometimes feel unsafe when older boys quarrel or fight.
- Leaders, managers and governors have not ensured that teaching and pupils' achievement have improved enough to be good.
- Leaders do not always make sure that their advice to improve teaching is followed up by teachers.
- Leaders focus too much on how teachers are teaching, rather than on how well pupils are learning
- Leaders do not do enough to reassure parents, carers and staff that the concerns they have about pupils' behaviour have been heard and attended to.
- Governors do not take a sufficient lead in assuring themselves of how well pupils are achieving. They do not make sure that the link between pupils' achievement and teachers' pay is fully considered.

**The school has the following strengths:**

- Pupils from different backgrounds and heritages generally get on well together.
- The school promotes pupils' spiritual, moral, social and cultural development successfully. Most pupils are considerate towards others.
- Children's learning and progress are good in the Nursery and Reception Years.
- The school provides effective support for disabled pupils and those with special educational needs. Those eligible for additional funding and those who speak English as an additional language are also well supported.
- Pupils study a wide range of topics that appeal to their imagination and develop their understanding of the world.
- Marking helps pupils to think about how they can improve their next piece of work.

## Information about this inspection

- Inspectors visited 25 lessons across a range of subjects, 16 of which were observed jointly with the headteacher or deputy headteacher.
- Inspectors listened to pupils read and looked at samples of their work.
- Meetings were held with senior leaders, teachers with responsibilities for specific subjects, a representative of the local authority, and groups of pupils. A meeting was held with the Chair of the Governing Body and Vice Chair.
- Inspectors took account of the views of staff in 39 questionnaires.
- Inspectors considered 25 responses to Parent View, the online survey of the views of parents and carers. They also spoke to a number of parents and carers during the inspection.
- Inspectors observed the school's work, and looked at a range of documents. These included leaders' views of how well the school is doing, their plans for the future, information on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety, and minutes of meetings of the governing body.

## Inspection team

Natalia Power, Lead inspector

Additional Inspector

Robin Gaff

Additional Inspector

David Ingram

Additional Inspector

## Full report

### Information about this school

- Stanford Primary School is much larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which in this school provides additional funding mainly for pupils known to be eligible for free school meals, is higher than the national average.
- Most pupils come from a wide range of minority ethnic heritages, with no one group predominating. The proportion of pupils who speak English as an additional language is higher than average.
- The proportion of pupils who receive extra help through school action is above average. The proportion who receive greater help through school action plus, or who have a statement of special educational needs, is average.
- Since the previous inspection there have been significant changes in teaching staff.
- The breakfast club and after-school childcare are managed by an outside provider, and these are subject to separate inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that more is good and outstanding by ensuring that:
  - teachers set pupils tasks which are hard enough
  - teachers expect more from pupils, particularly the most able
  - teaching maintains pupils' attention, so that they remain focused on their learning and do not lose concentration.
- Improve the quality of leadership and management by:
  - giving teachers clear advice about how to improve, and making sure that this is consistently followed
  - focusing sharply on how well pupils are learning
  - taking vigorous action to deal effectively with all incidents of pupils bullying or acting unkindly towards one another
  - ensuring that parents, carers and staff have better access to leaders and that their concerns about behaviour and safety are fully attended to.
- Improve the level support and challenge provided to leaders and managers by ensuring that governors:
  - check how well pupils are making progress in relation to national standards
  - establish secure links between teachers' progression along the pay scales and the progress made by pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not maintain strong enough progress throughout their school career. Progress from Years 1 to 6 is not rapid enough. School figures indicate that not all pupils make progress at the same rate. Pupils in some year groups do not do as well as others.
- The most able pupils do not do as well as they could. Too few pupils gain the highest levels in the national tests taken at the end of Year 2 and Year 6. In Year 6, the proportions of pupils reaching expected levels of attainment (Level 4) in reading, writing and mathematics are typically in line with national averages. However, the proportions of pupils reaching the highest levels (Level 5 or above) are typically below the national averages.
- Children arrive in the Nursery with language, number and social skills that are generally below the levels expected for their age. They get off to a good start, and this is sustained through the Reception Year. Children get effective support, not just from the school but also from the local authority and external agencies. They make good progress in developing a range of skills.
- Pupils eligible for additional funding through the pupil premium make similar progress to others. There is little difference between how well they and others in the school do in reading, writing and mathematics, and their test results are similar.
- Disabled pupils and those who have special educational needs make similar progress to others. This is because they are catered for successfully in class and in small withdrawal groups. The school is successful in promoting equality of opportunity for pupils' learning.
- Pupils who arrive at the school and who speak English as an additional language quickly catch up. They are given helpful support, both by the school and the local authority. They do at least as well as others in the national tests, and sometimes better.
- Reading is a relatively strong area of the school's performance. Results in the Year 1 national check of how well pupils understand letter sounds have been steadily improving. Pupils are encouraged to develop a love of reading. Pupils who read aloud to inspectors talked knowledgeably of their love of such writers as J K Rowling and Michael Morpurgo. Adults regularly listen to pupils read, and there are helpful links between school and home to encourage reading. As a result, pupils leave Year 6 with results in the reading tests that are consistently in line with the national average.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it does not consistently help pupils to make good progress.
- Teaching is sometimes not ambitious enough, with too little expected of pupils. Tasks are not always hard enough. At times learning slows because pupils find the work too easy. This has a particular impact on the most able, whose work is not always challenging enough and does not help them to make strong progress.
- Teaching over time has been disrupted by some significant staff changes. A number of parents and carers said that this has had an impact on their children's progress. Staffing is currently more stable.
- Pupils occasionally lose concentration and do not maintain their interest so their pace of learning falls, and then they become a little fidgety.
- Pupils learn rapidly and make strong progress when they are enthused by a stimulating topic. For example, pupils across Year 6 thoroughly enjoyed inventing their own 'diseases' and devising imaginative remedies for them. This task enabled them to be creative in their ideas and use of language.
- Children in the Nursery and Reception classes learn well because they are provided with attractive and inviting activities that promote a range of skills. For example, the topic of 'Jack

and the Beanstalk' in the Nursery was used imaginatively to encourage the children to grow their own bean plants. Children also developed their fine motor skills when they cut and pasted pictures of bean pods.

- Marking is used consistently to encourage pupils to respond to the comments in their workbooks. Even the youngest children are encouraged to talk about their work and adults record their comments. Such dialogue encourages the pupils to think about how to improve their next piece of work, and to take a pride in their workbooks.

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

### **require improvement**

- The behaviour of pupils requires improvement. Although pupils generally have positive attitudes towards learning, there are occasions when they lose concentration and become restless in lessons. This is particularly when they are insufficiently engaged.
- Pupils who have particular difficulties with behaviour are well supported, including from within the school and through external agencies. The nurture group successfully promotes pupils' social skills.
- The school's work to keep pupils safe and secure requires improvement. In particular, a few pupils and some staff report that some younger pupils feel unsafe on occasions when older boys quarrel or fight. School records show that there have been fewer incidents of bad behaviour in this current academic year than in recent years. However, there continue to be occasional acts of unkindness by pupils towards others, and isolated cases of bullying. The school has taken action to deal with such cases.
- Pupils told inspectors that, for the most part, they feel safe and secure and know whom to turn to if they have any concerns. Pupils also said that they know how to keep themselves safe. They are taught to avoid risks, for example, from strangers, and while using computers.
- The school develops pupils' spiritual, moral, social and cultural qualities securely. As a result pupils from all heritages and backgrounds get on with one another and respect the rights of others both in class and at play. In this way the school fosters good relationships, ensuring that there is no discrimination.
- Children in the Nursery and Reception classes are ready to share and take turns. For example, nursery children worked together to see how high they could build a tower before it fell.

### **The leadership and management**

### **require improvement**

- Leadership and management require improvement because senior and middle leaders have not secured a high enough proportion of good and outstanding teaching to raise pupils' achievement. Governors have not held them sufficiently to account for this.
- Leaders have not ensured that the most able pupils receive work at a high enough standard to help them do as well as they can.
- In their programme of classroom visits, leaders do not always focus sharply enough on how well pupils are learning. Sometimes they focus too much on teachers' styles of teaching. In this way they sometimes miss areas of underperformance by pupils.
- Leaders and managers do not always ensure that the advice they give teachers on how to improve are followed up vigorously enough to ensure that teaching improves overall.
- There were a number of comments, both from parents and carers and from staff, highlighting concerns with pupils' behaviour and with bullying. These were explored carefully with the school. Inspection evidence showed that leaders are quick to deal with concerns. Though there continue to be occasional acts of bad behaviour, overall pupils are safe and secure.
- Leaders do not always explain their actions clearly enough to parents and carers and staff. Lines of communication are not always open. As a result, a perception remains among some parents,

carers and staff that school leaders are too busy or reluctant to deal with their concerns. Though inaccurate, this perception makes it more difficult for leaders, staff and parents and carers to work together for the benefit of pupils.

- Middle leaders are committed to school improvement and are clear about how to bring it about. However, they are still largely new to post and have not had enough time to make an impact on pupils' progress.
- The local authority has an accurate picture of the strengths and areas for development of the school, and has provided additional support for leaders and managers. This is beginning to make an impact, particularly on the learning of children in the Nursery and Reception years.
- Leaders accurately identify the areas in which the school needs to improve, and their plans cover the right priorities.
- The additional sports funding is used successfully to introduce pupils to new sports, such as gymnastics, basketball and badminton. Leaders, managers and governors are developing more detailed plans for using the funding to benefit pupils in the future.
- Some important areas of the school's work have improved, indicating leaders' sound capacity to improve further. Marking is now consistently helpful. Information and communication technology is now used well by the pupils to assist their learning. Attendance has risen and is now above average.
- The school keeps its pupils safe by making sure that all adults have received their background checks.
- The subjects that the pupils learn have an appropriate focus on improving their language and number skills. The school provides lively topics for them to explore, including the Great Fire of London and opportunities to explore a wide range of countries from around the world. There are interesting wall displays, both in classrooms and in corridors, to help pupils with their topic work. Investigating such varied topics helps pupils' spiritual, moral, social and cultural development, opening their eyes to the wider world.
- **The governance of the school:**
  - Governors play an active part in the life of the school, attending functions such as science fairs and Dads' days.
  - Governors do not always examine pupils' performance sharply enough to be able to hold the school fully to account for areas of underperformance. Governors have a good understanding of the quality of teaching. However, they do not make a sufficiently clear link between pupils' progress and teachers' progression along their pay scales to ensure that the school receives full value for money.
  - Governors are successful in ensuring that those eligible for additional funding achieve as well as others.
  - Governors are well trained, for example in safeguarding and safer recruitment. They successfully carry out their statutory obligation to keep pupils safe.

## 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>	102660
<b>Local authority</b>	Merton
<b>Inspection number</b>	443874

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>	468
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Roscoe
<b>Headteacher</b>	Keran Currie
<b>Date of previous school inspection</b>	8 July 2010
<b>Telephone number</b>	020 8764 3892
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