

# Stanley Park Junior School

## Inspection report

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<b>Unique Reference Number</b>	103005
<b>Local Authority</b>	Sutton
<b>Inspection number</b>	308194
<b>Inspection dates</b>	19–20 March 2009
<b>Reporting inspector</b>	Lily Evans

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

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<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ted Crowley
<b>Headteacher</b>	Mr Graham J Adams
<b>Date of previous school inspection</b>	27 June 2005
<b>School address</b>	Stanley Park Road Carshalton SM5 3JL
<b>Telephone number</b>	020 8647 7497
<b>Fax number</b>	020 8773 8590

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a popular, larger than usual, junior school which shares its site with an adjacent infant school. An increasing number of pupils come from a wide range of cultural backgrounds. However, the proportion of pupils learning English as a second language is below the national average. The proportion of pupils with learning difficulties and/or disabilities is similar to the national average. Their main areas of need are specific learning, moderate learning, and emotional and behavioural difficulties. The school provides a breakfast club in school and an after-school club which takes place in the infant school building.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school provides a good quality of education. It is well led and managed, with a richly diverse curriculum that promotes active involvement in learning and good standards of pastoral care. Parents praise the school and have a good partnership with it, including working as volunteers. One parent commented, echoing the views of many, that the school has 'a warm community feel to it and is inclusive of all children'. Pupils' enjoyment of school is reflected in the well above average attendance levels and in their excellent behaviour, attitudes and enjoyment of lessons and school. An example of the exciting curriculum and enjoyment of learning was seen in the Year 3 Second World War day and VE day party. This involved pupils dressing up as evacuees of the 1940s, enjoying drama and music relating to the history of the time, and designing and making party food from ingredients that would have been available at the time, ending with a party to celebrate the end of the war.

The school is successful in nurturing pupils' high self-esteem, confidence, and independence. Pupils are enthusiastic in their roles as school councillors, sports leaders, prefects and eco-prefects, jobs which give them a sense of responsibility, self-worth and pride in their community. They are actively encouraged to make decisions and develop their own ideas, such as determining how each class can raise funds for Red Nose Day. The allotment project is popular and is helping the school forge deeper links with the community while at the same time preparing pupils for adult life. Pupils get very good opportunities to broaden their studies through the wide programme of extra curricular clubs that are on offer before school, at lunchtime and after lessons conclude.

Good teaching and the exceptionally well-planned curriculum effectively combine skills, knowledge and understanding across the subjects, thus ensuring that all pupils are enthusiastic learners and achieve well. Teachers plan fast-paced lessons with short timed activities that keep pupils involved. They use assessment well to group pupils at similar stages of learning and to set individual targets for improvement. The school is using tracking information effectively to highlight those who are not progressing as well as they should and to plan support that meets their needs. In a few lessons, teachers are not assessing pupils' needs accurately enough on a day-to-day basis. Consequently, work is not pitched at the right level and this leads to too much or too little challenge for the pupils concerned. Pupils are encouraged to use their initiative and to show independent thinking. In a class studying the writing style of Beatrix Potter, a pupil, without being asked, presented a research project on the life of Beatrix Potter using information and communication technology (ICT) to present her findings.

Standards in 2008 were average overall. English standards had dipped in 2007 from above average in the previous year. Science standards had remained broadly average since the last inspection and had been an issue for improvement that was unresolved. Current checks on progress indicate continuing good progress in English. Progress is accelerating in mathematics and science, so standards are set to rise in 2009. Extra groups in each year, and 'booster' work for pupils throughout the school, are having a positive effect on progress in mathematics which is now good. An emphasis on investigative work in science and improved assessment procedures are promoting better learning. In Year 6, recent science tests show that pupils are already exceeding levels reached in 2008. However, this good teaching in science is not yet consistent throughout the school, so progress in the subject is still variable.

Governors are giving good support to the school and are prepared to challenge standards. The success of the school's sharper focus on using data and the impact of the new subject managers can be seen in the good progress pupils are making. Its successful track record over the last two years demonstrates a good capacity to improve. The school's contribution to community cohesion is satisfactory. There are some good features. These include the links established with local schools and with national organisations. The school regularly participates in festivals and actively celebrates the different backgrounds of pupils. However, it recognises that the international dimension is less well developed and plans are in place to establish links with a school in Ghana.

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

- Raise standards by making achievement more consistent in science.
- Improve the accuracy and consistency of teachers' day-to-day assessment so that all pupils have the appropriate level of challenge.

## **Achievement and standards**

### **Grade: 2**

Since the last inspection in 2005, standards have fluctuated. In mathematics and science they stayed above average but in English they dipped to average in 2007. Achievement was below expected levels, and this was attributed to a weaker cohort and staff changes. The school has since worked hard to improve standards and achievement. The unvalidated results for 2008 show that the dip in progress during Key Stage 2 has been reversed. Standards in English improved to above average from previous years. Standards were above average in mathematics, from broadly average levels when these pupils started in the school. Science standards were broadly average, with too few pupils reaching the higher levels. In this academic year, as a result of improved use of assessment, more accurate target setting and work in ability groups, progress in mathematics and English is good. Progress in science is good in Year 6 but is not consistently good across the school. In mathematics in Year 3, the school checks standards on entry and identifies weak areas. The creation of small sets in each year group, the daily practice of using individual mathematics programmes and entering pupils for national competitions are encouraging all pupils to reach high levels of competency and are having a positive impact on standards.

## **Personal development and well-being**

### **Grade: 1**

Pupils act responsibly and have very good social skills. Their great enjoyment of school is reflected in their high levels of attendance. Their behaviour and relationships are excellent and they feel safe. They have very positive attitudes to their learning which results in their enthusiastic response in lessons. As one pupil said, 'School is fun and enjoyable even though we have to work hard.' Pupils' spiritual, moral, social and cultural development is good. One pupil said, 'When you are feeling sad there are always lots of people to cheer you up.' Their knowledge and understanding of other cultures is gradually increasing. Pupils have a clear sense of right and wrong and know about issues relating to fair trade, for example. Pupils say that there are only very occasional incidences of bullying and are happy with the effective way in which staff deal with them. Pupils have an excellent understanding of the importance of a healthy diet and physical activities. They speak enthusiastically about the many sports and physical activities on offer and the competitions with other schools. Their excellent personal

qualities, together with their good basic skills of literacy, mathematics and ICT, ensure that they are well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and, as a result, pupils make good progress. Teachers develop positive relationships with the pupils, who respond enthusiastically to the lively and interesting learning environment. Pupils work well together to share their ideas and knowledge through a variety of enjoyable teaching methods such as 'talk partners' and group discussions, both of which enhance their social skills and personal development. Pupils find that teachers give them good motivation to learn and actively contribute to learning. In science lessons, teachers are now planning more opportunities for enquiry and more open-ended questions. Progress is better, but is variable between classes because of inconsistencies in teaching. At times, in some classes, higher attainers have insufficient challenge. Well-informed teaching assistants work hard to support pupils with moderate learning, speech and language, and emotional and social difficulties. Through good direction from the teacher, they address these pupils' individual needs effectively. Pupils are beginning to be involved in assessing their own work and judging their progress, which is having a positive impact on standards.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum promotes excellent personal development and fully meets statutory requirements. Opportunities for creativity through art, drama and music are very strong and make a valuable contribution to pupils' enjoyment of school. Staff have revised the curriculum to allow increased opportunities for pupils to undertake practical tasks in order to improve pupils' investigative skills and writing. There are strong links between subjects and ICT is well planned across the curriculum. In literacy, pupils made effective use of ICT to present information about themselves accompanied by a short video clip and background music. The popular 'nurturing' group enables pupils with moderate learning, specific learning, or social and emotional difficulties to access the same work as other pupils while at the same time boosting their confidence. Those pupils learning English as an additional language have the support for learning which enables them to access the curriculum and to progress well. Pupils enjoy team-working, through which they learn valuable skills, as they sing uplifting songs as part of a musical group and learn to play stringed instruments. The curriculum is enhanced very well by visitors, and visits such as those to the Isle of Wight and Gunnersbury Museum, as well as by a wide range of extra-curricular activities including dance and football. Pupils attending the information technology club produce an interesting half-termly newsletter.

### **Care, guidance and support**

#### **Grade: 2**

The school has a friendly atmosphere, with caring staff who offer valuable support to pupils. Pupils approach staff freely to express their concerns and are confident that these will be addressed. The school complies with statutory requirements for checking staff backgrounds and keeping pupils safe. All pupils with learning difficulties, and those learning English as an additional language, receive good levels of support which enables them to make good progress.

The school liaises well with external agencies for support and advice in addressing the needs of vulnerable pupils. Pupils are aware of their targets and use them regularly to evaluate their performance. They receive helpful guidance through marking. However, their books show that pupils do not always respond to their teachers' suggestions.

## **Leadership and management**

### **Grade: 2**

The headteacher and deputy headteacher form a strong team. Their charismatic leadership makes this school a welcoming place for pupils, who truly embrace the promotion of enjoyment, achieving well, staying safe, and citizenship, in preparation for their adult life. The management team monitors the work of the school effectively and is making good use of assessment data to identify areas for improvement and to link achievement and standards to performance management. The managers of English, mathematics and science have clear roles and, although new in post, they have worked hard to make a good start in carrying out their duties. The leader of science has raised the profile of science by staff in-service training, with a particular focus on planning opportunities for enquiry. The leaders have begun to monitor the quality of teaching in their subjects and to look critically at ways to improve standards. There is more work to be done in science to monitor green shoots of improvement and to ensure that teachers challenge pupils consistently in all year groups. Leaders and managers value parents' views and their partnership. The school celebrates its diversity of cultures with special events such as a 'family international evening'. There is good involvement with local schools and the local and wider community. There are plans to work with colleagues from other schools to improve the accuracy of assessments in mathematics. Governors contribute well to the school in many ways, including support for individual staff and visits to lessons. They have up-to-date training and play an active part in supporting the school and large projects.

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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?	2
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

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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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>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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>	2
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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

02 April 2009

Dear Pupils

Inspection of Stanley Park Junior School, Carshalton, SM5 3JL

The inspectors who visited your school would like to thank you very much for your contributions to the inspection. It was a pleasure to talk to you and to see how much you enjoy your lessons and how very well you behave. Stanley Park Junior is a good school.

These are some of the best things about your school.

- You learn to be confident, independent and thoughtful towards others.
- You learn to be responsible for jobs in school and are caring of others in the community.
- Your teachers motivate you in lessons so that you make good progress.
- The staff take very good care of you so that you are safe and healthy.
- Your teachers plan a very exciting curriculum for you which makes lessons and activities exciting and enjoyable.
- You have very good opportunities before school, at lunchtime and at after-school clubs to widen your interests which help your learning.

These are some things we would like your school to improve.

- We would like you to achieve better and reach higher standards in science.
- We would like teachers always to plan work at the right level for each one of you so that you make the best progress possible and always know what you have to do to improve.

Yours faithfully

Lily Evans

Lead Inspector