

Stonebridge Primary School

Inspection report

Unique Reference Number	101521
Local Authority	Brent
Inspection number	335737
Inspection dates	27–28 May 2010
Reporting inspector	JOHN HORWOOD

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	323
Appropriate authority	The governing body
Chair	Rose Pennells
Headteacher	Sophie Allen
Date of previous school inspection	28 March 2008
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons and 11 teachers. Meetings were held with groups of staff, pupils and governors. They observed the school's work and looked at documents including pupils' work, progress monitoring records, procedures, policies and the school improvement plan. They also scrutinised the 152 responses to the questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. They looked in detail at the following:

- how the school supports the high number of pupils who join the school throughout the year
- the impact of strategies to increase pupils' progress.

Information about the school

This above average-sized primary school serves an ethnically diverse community. There are two classes in Reception, Year 1 and Year 2 as the school is moving from one to two forms of entry. Almost all the pupils come from minority ethnic communities, with the largest group being Black African, mostly Somali. The percentage of pupils at an early stage of learning English is much higher than in most schools, with 26 different home languages spoken throughout the school. The proportion of pupils known to be eligible for free school meals is well above average and many come from refugee families. An above average proportion of pupils have special educational needs and/or disabilities and these cover the whole spectrum of needs. In some year groups, the proportion is well above average. The number of pupils who join or leave the school at times other than those expected is much higher than in most schools. Many pupils come from a refugee background and a few come from Traveller families of Gypsy/Roma heritage. Among the awards obtained by the school are the Intermediate International Award and Activemark. The Early Years Foundation Stage provision is in a Nursery and two Reception classes. A breakfast club is provided by the governing body and an after-school club is managed by a private provider.

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: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Stonebridge Primary School provides a satisfactory education for its pupils. Since the school's last inspection when it was judged to no longer require special measures, there has been steady progress through the strong leadership of the headteacher who is currently supported well by her senior leadership team. This is reflected in the extremely positive views expressed by staff, pupils and parents and carers. A strong and committed governing body has successfully supported the school through this difficult period. Attainment is still low in English, mathematics and science because pupils enter the school with well below expected skills and make satisfactory progress. However, teaching is improving and an increasing number of pupils are now making good progress. There is, however, variability in the use of assessment data and work is not always sufficiently challenging to encourage pupils to make greater progress. While pupils say that they get really good help from their teachers, the marking of their work does not always give them sufficient advice on how to get to the next level. Good support is provided for pupils who need extra help and they all make similar progress over time. This includes pupils with special educational needs and/or disabilities as well as those who are at the early stages of speaking English.

Good induction procedures and a wide range of support strategies ensure that pupils who join the school during the year soon start to make similar progress to others, although often from a lower starting point. Close monitoring of pupils' progress ensures that all individuals who need help are identified as early as possible. However, at present, the assessment systems are not used efficiently to provide summary data to identify quickly any variations by groups of pupils. There are several examples of where difficulties at home have distracted pupils from their learning but the school has provided good pastoral support to enable them to refocus on their learning and quickly make up on lost time. While the curriculum supports pupils' academic progress satisfactorily, it has a good impact on enhancing pupils' personal skills and includes a good range of extra-curricular opportunities to ensure they enjoy school. This enjoyment is not reflected by their attendance, which is low, caused primarily by additional holidays associated with their faiths and by some families who need encouragement to ensure their children attend regularly. Pupils say they feel safe in school, and enjoy the lessons and being with their friends.

Over the past four years, the impact of actions taken by leaders has resulted in good improvement in many aspects, such as pupils' progress, their behaviour, enjoyment, adopting healthy lifestyles and contributing to the community, as well as the quality of teaching. The effectiveness of the Early Years Foundation Stage has also improved but there is still more work to do. The school improvement plan is used well by leaders and

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governors as their main self-evaluation and monitoring tool. It shows clearly that they are aware of where improvements are needed and are taking the appropriate action to secure improvement. Good progress has been made in a short time on the issues identified by the school's last inspection in 2008. This demonstrates that the school has good capacity to improve.

What does the school need to do to improve further?

- Raise attainment by:
 - improving the quality of marking and feedback so that pupils always know how to get to the next level in their learning
 - using assessment systems consistently throughout the school to ensure appropriately challenging work is set to enable all pupils to make the progress they should.
- Ensure data systems are used effectively to enable quick and accurate summary information to be provided to support learning.
- Work closely with parents/carers to encourage all of them to send their children to school regularly.

Outcomes for individuals and groups of pupils**3**

All pupils, including those from refugee and Traveller families, make at least satisfactory progress. Pupils say they enjoy their learning in all subjects. This was clearly seen in a Year 6 literacy lesson where pupils were writing about characters from the play 'Oliver' which they had seen at the theatre the previous day. The teacher's subject knowledge and style both motivated and stimulated their enthusiasm. In most lessons, there were only limited opportunities for pupils to assess their own learning. In the less effective lessons, pupils spend too much time listening to the teacher during the introduction which results in few opportunities for them to interact fully and develop their speaking skills. In the more effective lessons, such as a Year 5 literacy lesson developing pupils' debating skills, pupils achieved well because they really enjoyed the opportunities to plan and participate in a debate. Pupils with special educational needs and/or disabilities are helped to participate in all parts of the lesson. This ensures they learn effectively so that they make similar progress to others.

Pupils are satisfactorily prepared for their future well-being because their low academic skills are supported by good personal skills. Although attendance is improving rapidly, it is still low because of family and/or cultural events. Behaviour is good, both in and out of lessons. Pupils say that any bullying or poor behaviour is dealt with quickly and well. The majority of pupils eat healthy food and join in sport and, as one pupil said, they know they have to do exercise if they have eaten an unhealthy meal. They make a good contribution to the school community, for example through the Article 12 group (school council) and by being Red Hats. They are actively involved with the local community, with many links associated with sport and music. Pupils actively support many national and international charities and have pen-pal links with pupils in schools in other

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countries. Pupils' spiritual, moral, social and cultural development is good. The rich range of cultural diversity in the school helps pupils know about different faiths and cultures and there is racial harmony within the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Within the classroom, there is an increasing proportion of good teaching. At present, it is not sufficiently consistent or frequent enough across the school to ensure that attainment continues to rise. Teachers use resources well to motivate pupils. In many classes, such as a Year 3 numeracy lesson about division, the teacher involved pupils in demonstrating calculations on the board. Teachers and support staff work well together to help pupils who find it difficult to concentrate to learn. The use of assessment is inconsistent across the school and does not always ensure sufficient challenge for pupils. Pupils are not always made aware of their progress. There is good teamwork between the class teachers and the teaching assistants ensuring that pupils with special educational needs and/or disabilities, and those at an early stage of learning English, are able to understand what is being taught and carry out the activities.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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A wide range of opportunities recognise and celebrate the cultural diversity of the school population, resulting in all pupils feeling valued and respecting each other. Many opportunities are associated with sport, reflecting the school's Activemark status, as well as others, for example through the choir. The good opportunities for pupils to communicate with pupils from other countries have contributed to the school gaining the International Award at intermediate level. The broad curriculum is beginning to have an impact on raising standards but this is not yet consistent across the school. There is a good range of extra-curricular clubs which pupils say are popular and enjoyable. Effective procedures are in place to encourage high standards of behaviour and improved attendance. Transition arrangements with the secondary school are good. Pupils say they are given helpful information and feel confident about moving on. Systems to support the welfare of pupils are all in place, with a secure approach to health and safety. The breakfast club provides good extended care for a small number of pupils from both the school and the adjacent school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The ambition to raise standards is firmly embedded and all levels of management are involved in monitoring pupils' progress and identifying where additional support is needed. This is effective for individual pupils, but at present reliable data are not readily available about the performance of different groups. The effectiveness of the leadership and management of teaching and learning is good and the standard of teaching has improved. Resources in the school are managed well, providing satisfactory value for money.

In this diverse community, all pupils have equal access to opportunities around the school, such as joining clubs and taking part in sport and music. There is a particular focus on the Every Child Matters agenda and, for example, this ensures that pupils from refugee and Traveller families are accepted by everyone and that there is no discrimination.

Governors provide good support and challenge as well as ensuring that statutory requirements are met. Governors are active within the school and their impact has been good as the school has improved significantly during the past four years. They understand what needs to be done in the school and they have an effective partnership with the leadership team.

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Leaders know the community well and, although the written procedures for community cohesion are at an early stage, there are clear actions built into the school improvement plan. Good relationships have been established with parents and carers. Links with the local community are in place and the diverse community within the school is harmonious. There are already positive links in place with schools in several other countries. Safeguarding procedures are all in place. Access to the site is secure. Child protection procedures are good and these are supported through effective partnerships with support agencies. Written procedures do not always identify the good practice that takes place.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Within this safe and caring environment, children make satisfactory progress. They enter the Reception class with skills and capabilities that are well below those expected for their age, especially in their language skills. This is because the vast majority are learning English as an additional language. The children's social skills are not as well developed as usually found of children of this age. Although they have many opportunities to develop their social skills in the Early Years Foundation Stage, they still remain well below expectations by the time they start in Year 1. Children are happy and polite. They mix and play well together with those from different cultural backgrounds. They have access to fruit, milk and water which supports their healthy eating habits. Adults set good role models and are sensitive to children's needs. They use a range of teaching strategies and resources to provide learning experiences which engage and interest children. Children have access to an outdoor play area which supports their

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gross motor skills and promotes their physical health. However, this space is not fully utilised as it does not provide opportunities to support the development of skills across all the required areas of learning. The tracking of the children's progress is still in its infancy. Induction and transition procedures are in place, ensuring that children settle quickly into their life in school and are ready for the next stage of their education. Staff work well with parents, carers and external agencies ensuring the appropriate support for children. Leadership and management are satisfactory and action is already being taken to improve the tracking of progress and ensure better use is made of the outdoor area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Approximately half of parents and carers expressed their views and the vast majority are pleased with the school. There were very few written comments and a very few had individual concerns which were considered as part of the inspection process and are referred to in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stonebridge Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 152 completed questionnaires by the end of the on-site inspection. In total, there are 323 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	55	66	43	2	1	1	1
The school keeps my child safe	82	54	65	43	3	2	1	1
The school informs me about my child's progress	79	52	66	43	4	3	0	0
My child is making enough progress at this school	69	45	76	50	3	2	2	1
The teaching is good at this school	73	48	72	47	5	3	0	0
The school helps me to support my child's learning	74	49	71	47	3	2	2	1
The school helps my child to have a healthy lifestyle	67	44	76	50	8	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	65	43	76	50	5	3	2	1
The school meets my child's particular needs	55	36	84	55	9	6	1	1
The school deals effectively with unacceptable behaviour	63	41	79	52	6	4	0	0
The school takes account of my suggestions and concerns	56	37	50	53	8	5	4	3
The school is led and managed effectively	66	43	76	50	5	3	0	0
Overall, I am happy with my child's experience at this school	74	49	71	47	6	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



1 June 2010

Dear Pupils

Inspection of Stonebridge Primary School, London, NW10 8NG

Thank you for welcoming us and helping us when we came to your school. It was good to talk to so many of you in your classroom and around the school. Your school is giving you a satisfactory education.

There are many things we admire about your school and these are a few of them:

- you are making satisfactory progress in your work as a result of improving teaching
- you told us that you feel safe in school and that adults look after you and help you learn
- you behave well and you get on well with your teachers and with each other
- you have a good understanding of how to keep fit and healthy
- you get on really well with pupils from different backgrounds
- many of you have pen-pals in other countries.

There are a few things we have asked the school to do to make it even better. These are:

- always mark your work so that you know how to get to the next level and use the information teachers have about your progress to set more challenging work to help you make faster progress
- ensure that information on the progress that some of you make is readily available to enable you to be given the help you need
- work closely with your parents and carers to help you all attend regularly.

You can help by working hard and coming to school regularly.

Yours sincerely

John Horwood Lead Inspector

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