

St Stephen's CofE Primary School

Inspection report

Unique Reference Number	100353
Local Authority	Hammersmith and Fulham
Inspection number	363636
Inspection dates	5–6 May 2011
Reporting inspector	Emma Aylesbury

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Danny Prior
Headteacher	Michael Schumm
Date of previous school inspection	17 January 2008
School address	Uxbridge Road London W12 8LH
Telephone number	020 8743 4483
Fax number	020 8743 9611
Email address	admin@ststephensce.lbhf.sch.uk

Age group	3–11
Inspection dates	5–6 May 2011
Inspection number	363636

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.

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 documentation 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'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited two assemblies and 18 lessons taught by 11 teachers. They had meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at the school's self-evaluation documentation, safeguarding procedures, monitoring and assessment information, lesson plans and school policies. They analysed questionnaires from 114 pupils, 16 staff and 132 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the school's actions to raise attainment, particularly for the more able.
- The effectiveness of teachers' assessment strategies to improve the quality of teaching and to accelerate pupils' progress.
- The impact of leaders and managers, at all levels including members of the governing body, on driving improvements.

Information about the school

St Stephen's is an average-sized primary school. The largest groups of pupils are of White British, Black Caribbean and Black African heritages. The proportion of pupils who are from minority ethnic heritages is almost three times that found nationally. The proportion of pupils known to be eligible for free school meals is almost twice the national average. Over one third of the pupils, an above average proportion, speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below average, the largest group being those with moderate learning difficulties. The school has gained the Healthy Schools award and Artsmark. The school has a nursery where all of the children attend full time.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. The inspirational leadership of the headteacher, deputy headteacher and middle leaders can be seen at every level. As a result, the quality of teaching and learning has improved markedly and provision for care, guidance and support is exemplary. Members of the governing body meet their statutory responsibilities well and are fully supportive of the school's aims and provide excellent challenge. These improvements have had an impact on raising pupils' attainment. Pupils' achievement and all aspects of their personal development and well-being are outstanding. Partnerships with the local community are strong, particularly with the local church. Safeguarding procedures are exemplary. The school instils in its pupils a clear sense of Christian values, self-confidence and a joy of learning. As a group of pupils said, 'We feel safe and enjoy school so much, because the teachers care for us so well.'

The school's motto - 'God is at the heart of our caring community' - is seen in all of its work. By the end of Year 6, pupils achieve extremely well because staff have very high expectations of them, and as a result, pupils' behaviour is exemplary. For example, the school has been very successful in supporting pupils with previously challenging behaviour. The school uses monitoring information very effectively to eradicate any differences in the achievement of groups of pupils. Staff are highly effective in their use of data which are used regularly and with increased accuracy to identify what the school does well and to plan for improvement.

Senior and middle leaders have been successful in improving pupils' academic performance and ensuring effective practice in sustaining their outstanding personal development. Pupils have developed a mature understanding of what constitutes a healthy lifestyle. The partnership with parents and carers, and other agencies, is strong and underpins and supports highly successful levels of care, guidance and support. As one parent commented, 'She can learn well here, because she is so happy.'

Excellent leadership at all levels is at the heart of the school's success. Systems to monitor the effectiveness of the school's work have proved to be very successful in sustaining pupils' high levels of achievement. Through honest and accurate self-evaluation, underpinning professional development, teachers have developed their skills so that teaching and learning are outstanding and pupils of all abilities are afforded opportunities to excel. Pupils work with passion and concentration, and respond enthusiastically to questions which encourage stronger learning. Teachers use assessment well to identify specific targets to help pupils improve. However, occasionally teachers do not provide sufficient challenge and opportunities for more-able pupils to work independently, at a faster pace, in order to achieve the higher levels in National Curriculum tests. Since the last inspection, the school has broadened the curriculum, improved attendance to well above national levels, accelerated progress and raised attainment. These actions

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

demonstrate that the school has excellent capacity for sustained improvement and to fulfil its ambitious vision for the future.

What does the school need to do to improve further?

- Increase opportunities for all pupils, particularly the more able, to work at a faster pace through independent and group work in order to increase still further the proportion of pupils attaining higher levels.

Outcomes for individuals and groups of pupils

1

Children join the school with a range of skills and capabilities that are generally below those expected for their age. The quality of learning and progress in lessons is outstanding. Pupils are very polite and enjoy school. They interact well with each other, are thoughtful and enthusiastically take on responsibility. They want to help each other, and behave well and have an excellent understanding of other faiths, customs and values. In Year 4, pupils thoroughly enjoyed a literacy lesson where they wrote creative stories about a dilemma and assessed their own work. Pupils were well motivated and used excellent reading skills to improve their writing. Similarly, in Year 6, pupils used exceptional numeracy skills in their multiplication of decimals. Then, in groups, pupils demonstrated their excellent mathematical ability by working in groups to solve a problem. More able pupils are challenged appropriately. Pupils with special educational needs and/or disabilities, and those at an early stage of learning English, make outstanding progress because of the highly effective individual support and guidance they receive.

In this warm and welcoming environment, pupils eagerly join in with celebrations. For example, they regularly act as ambassadors by performing at events, such as the whole-school theatre production, and singing in the choir. Pupils promote community cohesion both in school and within the local community. They contribute more widely through partnerships with schools and charities both nationally and internationally. Pupils' exemplary behaviour contributes significantly to their learning. Their outstanding awareness of healthy eating and eagerness to take part in sporting activities has been recognised in their work associated with their national awards. Preparation for the next stage of their school career is outstanding because of the exemplary teaching, curriculum and high levels of attendance.

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

These are the grades for pupils' outcomes

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

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

How effective is the provision?

The vibrant displays both inside the classrooms and around the school capture pupils' imagination and interests well. For example, many of the whole-school theatre productions are displayed around the school, and reflect the stimulating curriculum and the emphasis on celebrating pupils' achievement, particularly in the arts, which has been recognised by the gaining of a national award. Interactive whiteboards are used well to enhance learning in lessons and to make them interesting. Lesson content is planned and presented in a way which engages pupils through active participation. However, occasionally, teachers do not always provide sufficient opportunities and challenge for more-able pupils to work independently. The highly effective deployment of teaching assistants is firmly embedded in classroom practice and they work alongside the class teacher to provide highly effective support to pupils who previously experienced problems with learning through focusing on their individual needs. Those at an early stage of learning English make outstanding progress because of the high quality of individual support provided for them.

Pupils enjoy the outstanding well-designed and imaginative creative curriculum. Excellent planning ensures that pupils make consistently outstanding progress because work is well matched to their individual needs, interests and enthusiasms. It is further developed and enriched through productions, guest speakers and specialist teachers which broaden their personal and academic skills. The whole-school assembly observed during the inspection

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

developed pupils' self-confidence through dancing and acting. Very effective use is made of extra opportunities to learn.

The school is rightly proud of its outstanding care, guidance and support. As one pupil commented, 'The community comes into school to educate and support us.' Excellent pastoral support systems are in place, which ensures pupils receive the care they need. Pupils whose circumstances make them most vulnerable benefit greatly from the excellent work the inclusion team carries out with external agencies.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has provided determined and focused leadership with a clear vision. The total commitment and dedication of the headteacher and deputy headteacher is fully supported by all staff to ensure every pupil achieves their full potential to embrace the vision for the school. The senior team knows the school community very well and can evaluate the strengths of the school accurately. They have done much to involve the local community through events such as the self-evaluation evening held recently. Everyone has high expectations and sets ambitious targets for all pupils. They are at the heart of the school's work so that these ambitious targets are met. Consequently, ambition is embedded and improvement driven exceptionally well. Members of the governing body take their roles and responsibilities seriously and have a very accurate view of the school's performance. They are fully supportive of the school's aims and in challenging the school have secured more rapid improvement in the quality of learning.

The procedures for safeguarding are exemplary. These meet all government guidelines and include a well-planned approach to regular child-protection training. Risk assessment systems are rigorous and systematically updated. All staff receive regular training on safeguarding and have a comprehensive awareness of safeguarding issues. The school ensures that every pupil has an equal chance to learn and positively promotes equality. Senior and middle leaders guide staff so that equality of opportunity and inclusion are excellent.

The school has evaluated its contribution to community cohesion, which is outstanding. This has been achieved by developing and promoting a detailed understanding of its own community and the different ethnicities and cultures that exist within it. For example, through cultivating partnerships with a wide range of schools locally, a school in a contrasting community in the United Kingdom, and with schools in Africa, pupils have developed a deeper understanding and appreciation of other people's cultures and traditions.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children develop outstanding relationships and the effective induction procedures ensure they settle quickly and get off to a good start in the Nursery and Reception classes. By the end of Reception Year, they have made good progress and attain levels that are expected for their age, with some children exceeding these levels. They make most gains in their personal and social development, number and linking sounds and letters, on which there is a greater focus. For example, this was demonstrated to great effect when children were asked to sound out letters and words in order to improve their reading. Children greatly enjoyed this activity and were able to read the words they were given fluently. Behaviour is exemplary and children are well protected and feel safe.

Children enjoy a vast range of stimulating activities both indoor and out. They are given the opportunity to contribute to the community; for example, during the inspection, they participated in a royal tea party. They take turns and select their own learning activities. They respond well to praise and encouragement. Many of the children were observed sharing toys and using equipment sensibly. Teaching is outstanding, with well-paced lessons and an innovative use of resources, such as the literacy bingo game. There are high levels of care and welfare provided through detailed records and rigorous monitoring of children's work. There is exceptional support for children whose circumstances make them vulnerable. For example, partnerships with external agencies are excellent so that specialist help is sought and provided when needed.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A high proportion of parents and carers returned questionnaires. Almost all respondents are fully supportive of the school and believe that it keeps their children safe, and that they are happy and taught well. Parents and carers praised the outstanding leadership of the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Stephen's Church of England 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	70	38	29	1	1	0	0
The school keeps my child safe	98	74	34	27	0	0	0	0
My school informs me about my child's progress	83	63	43	33	3	2	1	1
My child is making enough progress at this school	86	65	44	33	1	1	0	0
The teaching is good at this school	89	67	40	30	1	1	0	0
The school helps me to support my child's learning	82	62	41	33	5	4	0	0
The school helps my child to have a healthy lifestyle	79	60	49	37	3	2	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)	72	55	52	39	1	1	0	0
The school meets my child's particular needs	74	58	48	36	3	2	2	2
The school deals effectively with unacceptable behaviour	77	58	46	35	6	5	2	2
The school takes account of my suggestions and concerns	77	57	48	36	5	4	2	2
The school is led and managed effectively	95	72	30	23	3	2	1	1
Overall, I am happy with my child's experience at this school	103	78	28	21	0	0	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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



10 May 2011

Dear Pupils

Inspection of St Stephen's Church of England Primary School, London W12 8LH

Thank you for your friendly welcome when we visited your school recently. We enjoyed coming into your lessons, listening to you tell us about your school and seeing you at work and play. We were pleased to see how well you all behave and get on together.

You go to an outstanding school, which is a happy and caring place to be. You, your parents and carers told us that St Stephen's is a friendly and warm school where you always feel happy. One parent commented that 'at this school every child is special'.

Your school is led very well by the headteacher and staff. They all want you to have the best. You all enjoy the interesting things that you are able to learn about, and particularly like the clubs and activities organised for you. Your attainment is high and you make outstanding progress in your learning.

Your headteacher and teachers know that there will always be room for further improvement even in an outstanding school. We have asked them to:

- plan work that will challenge and engage you in all lessons by showing you ways to work by yourself and at a faster rate, in order to help more of you achieve the highest levels, particularly for the more able among you.

All of you can help by continuing to maintain high levels of attendance and following the advice of the teacher when your work is marked. We were pleased when you told us you like school. Once again, it was very good to meet you all. I wish you every success for the future.

Yours sincerely

Emma Aylesbury
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: 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.