

Stoneydown Park Primary School

Inspection report

Unique Reference Number	103079
Local Authority	Walthamstow
Inspection number	376815
Inspection dates	21–22 November 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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Erica Cudworth
Headteacher	Jayne Cominetti
Date of previous school inspection	9 October 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons taught by 12 teachers and held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, and looked at the school's self-evaluation documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 143 questionnaires from parents and carers, 12 from staff and 128 from pupils in Key Stage 2.

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

- The impact of school actions to improve the quality of learning to raise attainment.
- The use of assessment data to ensure that all pupils make equal progress.
- The effectiveness of teachers' use of marking for improvement to accelerate pupils' progress, especially the more able.

Information about the school

Stoneydown Park School is larger than most primary schools. The largest group of pupils are of Pakistani heritage. The proportion of pupils who are from minority ethnic backgrounds is above average, as are those who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is very high. Most are from homes where English is spoken as an additional language and a quarter of the pupils are at an early stage of learning English. An average proportion of pupils have special educational needs and/or disabilities.

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?

2

The school's capacity for sustained improvement

2

Main findings

Stoneydown Park is a good school. It has good partnerships with the local community, its cluster primary schools and a local football club. Pupils feel very safe and make good academic progress. They behave well and show high levels of respect for each other. They are keen to succeed, enjoy learning and want to be involved in the life of the school. The headteacher and her staff ensure that pupils are well looked after. Pupils have a good understanding of how to maintain a healthy lifestyle. The school provides exceptional care, guidance and support for the pupils in its care. It offers a secure environment where each pupil is known individually in a welcoming and caring atmosphere.

By the end of Year 6, pupils achieve well in their learning, because of the high expectations of them. They make good progress from their starting points and reach average levels of attainment. Those with special educational needs and/or disabilities are well supported and also make good progress. The school has been successful in narrowing the gap between boys' and girls' academic performance.

The quality of teaching is good. Teachers have good subject knowledge and explain points clearly and precisely to pupils. The revised theme-based curriculum engages and motivates pupils. However, teachers are not routinely taking opportunities to develop pupils' speaking and listening skills so as to enhance their use of vocabulary in both speaking and writing. In a small minority of lessons, pace and questioning are not sufficiently developed to match the needs of all pupils.

All pupils are offered excellent support and guidance, especially those pupils whose circumstances make them potentially vulnerable. These aspects of support make a good contribution to the school's effective partnerships with parents and carers. The school has worked effectively with families to improve attendance, which is above average.

All leaders share the drive and determination needed to succeed and have brought about improvements through accurate self-evaluation and subsequent action planning. Nevertheless, the quality of middle leadership is not consistent across the school. Monitoring is carried out regularly which has started to identify what the school does well and to help plan for improvement. However, monitoring by all leaders is not yet being applied consistently enough to have an impact on raising attainment. The governing body meets its statutory responsibilities and provides challenge effectively. Since the previous inspection, the school has reduced

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exclusions, improved guidance and has improved attendance. These actions demonstrate that it has good capacity to make further improvements.

What does the school need to do to improve further?

- Raise attainment in national assessments by:
 - improving the consistency in teachers' approach to questioning and the pace at which lessons are conducted
 - ensuring that enough time is allowed for pupils to develop their speaking and listening skills.

- Consistently develop the effectiveness of all leaders in driving school improvement by:
 - ensuring that teaching and learning are monitored with greater rigour and consistency
 - improving the monitoring of the curriculum so that it provides sufficient opportunities for pupils to be involved in more open-ended discussion.

Outcomes for individuals and groups of pupils

2

Pupils' positive behaviour contributes well to the good quality of learning and progress in lessons. Pupils work hard to achieve their challenging targets and, as a result, enjoy their learning. This was evident in a Year 2 literacy lesson where pupils were enthusiastically discussing the fairy tale *Cinderella* in preparation for developing their writing skills. They used imaginative vocabulary and consequently made good progress. Similarly, Year 6 pupils demonstrated a passion for discussing mathematical problems. Pupils' learning developed well, because the teacher carefully planned activities to meet children's needs.

From below average starting points in Year 1, pupils' progress accelerates as they move through the school and, by the end of Year 6, attainment is average. Through effective monitoring of teaching and learning, pupils' performance has improved, for example, in mathematics. Due to good one-to-one support, guidance and small group work, pupils who have special educational needs and/or disabilities make good progress, as do those who are at the early stages of learning English.

Pupils are enthusiastic about school and are keen to do their best. Their spiritual, social, moral and cultural development is good. Pupils' contribution to the wider community is effective. For example, they have been involved in projects, such as speakers' corner in the park, E17 arts trail and raising money for charities. The school pays close attention to developing the basic skills well from below average starting points. Pupils' above average attendance, together with good progress they make and their clear understanding of how they can improve, mean they are suitably prepared for their future.

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These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum is effective and engages pupils in their learning. There has been a strong focus on developing a theme-based curriculum which has engaged boys and girls alike. Year 5 pupils wrote interesting and engaging questions about dinosaurs and answered them with accuracy and enthusiasm. Pupils experience a wide range of activities, including sport, dance, drama, yoga, trips and visits. These curriculum developments have made a good contribution to positive learning across the curriculum.

Teaching is good, with a few lessons being outstanding. Teachers and other adults have positive relationships with pupils. Behaviour management is good in lessons and there is rarely any disruption to learning. Marking is effective, with examples of clear next-steps advice for pupils. Teaching assistants make a positive contribution to learning and lessons are well planned. However, in a small minority of lessons, teachers spend too much time talking and there is little opportunity for pupils to engage actively in their learning, for example by articulating their own ideas. As a result, progress slows. The school is proud of its highly effective care, guidance and support. The school has an outstanding understanding of the circumstances of the pupils, and uses this and assessment data to target personalised support and intervention groups for withdrawal programmes. Pupils who are new to English are highly supported in lessons by carefully tailored programmes and, once they have grasped English, they make the same progress as their peers. Potentially vulnerable

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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pupils benefit from the outstanding work with external agencies. As one parent commented, 'The school has supported my daughter and helped to develop her confidence.' The pastoral team provides a vast range of support to all families, especially those whose circumstances make them vulnerable. For example, there is a class for those parents and carers who are new to learning English.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How is effective are leadership and management?

The headteacher and her senior leadership team provide a clear direction for the school's work and share the vision with staff well. They have an accurate understanding of its strengths and weaknesses, and have taken action to move the school forward. The curriculum has been reorganised, leading to greater engagement in learning by pupils. The skills of middle leaders have been developed and they strive to become more effective in their work, although this has not yet led to consistency of practice throughout the school. Middle leaders know how to improve and are keen to further develop consistency in their monitoring roles in order to have greater impact on pupil achievement.

The school promotes equal opportunity and tackles discrimination well, because there is a strong emphasis on inclusion, and as a result, every pupil has an equal chance to learn. All pupils are effectively supported to achieve their potential and to reduce any differences in the performance of different groups. The school makes a strong contribution to community cohesion and pupils learn to respect each other's beliefs. The school has a good knowledge of its local community and pupils' understanding of life beyond Britain is developing well through raising money for charities in countries such as Pakistan.

The governing body is supportive of the school's aims and it knows the school well. It has an accurate view of the school's performance, gained through headteacher reports, middle leader presentations and external feedback. Governors visit the school regularly and are involved in the life of the school. They monitor the school's finances well and have been involved in decisions about the premises and expanding the school. These meet all government guidelines and include very thorough checks on new staff and a carefully planned approach to managing the safety of pupils. The school has good procedures for safeguarding and risk assessment.

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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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Induction procedures into the Early Years Foundation Stage enable children to get off to a good start. They play well and safely together, such as when they are on the climbing frames or moving to different activities. The atmosphere is warm and welcoming, which encourages children to settle quickly into routines in this stimulating environment and develops their inquisitive skills. For example, during the inspection, children were observed using small scoops to find different objects in soil and found a mini beast. Reception children use stories and role play to improve their communication skills. They benefit from the focus on letters and sounds, because it helps to develop confidence and fluency in recognising words.

Children’s skills and capabilities when they join are well below those expected for their age. They are particularly limited in communication, language and literacy. Children make the most gains in personal and social development because they are taught well. They make good progress overall, but still enter Year 1 with skills that are below those expected for their age. The curriculum is vibrant and diverse. Children develop effective social interaction skills through playing in the outdoor and indoor areas. These are used by children to explore new ideas and develop their personal and social skills, with opportunities for them to share and cooperate. However, there are occasions when the work is not sufficiently well matched to children’s needs.

The Early Years Foundation Stage leader has an effective and consistent approach for the leadership across Nursery and Reception classes. There is clear use of assessment information to identify trends in attainment over time so they can

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intervene quickly to eliminate any underachievement. There is a vision and commitment to improve provision further still.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An above average proportion of parents and carers who returned the Ofsted questionnaire are happy with their child’s experience of the school. Parents and carers commented that ‘Stoneydown is a fantastic place to learn and have fun.’ A small number of parents and carers expressed concerns about how the school tackles unacceptable behaviour. During the inspection, the inspection team examined policies and procedures, and observed behaviour in lessons and around the school, and judged behaviour to be good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoneydown Park 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 143 completed questionnaires by the end of the on-site inspection. In total, there are 304 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	66	40	28	3	2	0	0
The school keeps my child safe	87	61	52	36	2	1	1	1
The school informs me about my child’s progress	75	52	62	43	3	2	1	1
My child is making enough progress at this school	70	49	67	47	4	3	1	1
The teaching is good at this school	78	55	56	39	3	2	0	0
The school helps me to support my child’s learning	81	57	53	37	4	3	0	0
The school helps my child to have a healthy lifestyle	77	54	60	42	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)	58	41	69	48	6	0	0	0
The school meets my child’s particular needs	58	41	71	50	4	3	0	0
The school deals effectively with unacceptable behaviour	68	48	54	38	10	7	1	1
The school takes account of my suggestions and concerns	59	41	67	47	8	6	0	0
The school is led and managed effectively	63	44	64	45	4	3	2	1
Overall, I am happy with my child’s experience at this school	77	54	59	41	2	1	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



22 November 2011

Dear Pupils

Inspection of Stoneydown Park Primary School, Walthamstow E17 6JY

Thank you for the very warm and friendly welcome you gave us when we visited your school recently. We really enjoyed talking to you and we appreciated all of the information you gave to us about your school.

We have judged your school as good. Your headteacher and teachers are very committed to making your school an even better place for you to enjoy your learning. We were particularly impressed with the high levels of care and guidance you receive and the way you behave and respect each other's different cultures. You, and your parents and carers, told us that Stoneydown Park is a very caring and happy school where you feel safe.

To help to ensure that you can all achieve your very best, we have asked the school to do the following things:

- help you to learn well in your lessons so your achievement is even better
- ensure you get enough time to develop your speaking and listening skills
- check that your lessons are the very best they can be and that all teachers are doing the same.

You can all help by continuing to attend regularly, present your work neatly and behaving well.

Yours sincerely

Emma Aylesbury
Lead inspector

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