

Stanhope Primary School

Inspection report

Unique reference number	101907
Local authority	Ealing
Inspection number	395608
Inspection dates	28–29 May 2012
Lead inspector	Martin Beale

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	616
Appropriate authority	The governing body
Chair	Eileen Harris
Headteacher	David McLeod
Date of previous school inspection	30 April – 1 May 2009
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Age group	3–11
Inspection date(s)	28–29 May 2012
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Introduction

Inspection team

Martin Beale	Additional inspector
Juliet Ward	Additional inspector
Nicholas Cornell	Additional inspector
Susan Thomas-Pounce	Additional inspector

This inspection was carried out with two days' notice. Over 15 hours were spent observing teaching and learning in 44 parts of lessons, taught by 20 members of staff. Inspectors held discussions with pupils about their learning and listened to pupils reading. They met with staff and the Vice-Chair of the Governing Body. They observed the school's work, looked at pupils' books, assessment data and case studies of specific pupils' progress. The inspection team scrutinised evidence of the school's self-evaluation and improvement planning. Questionnaires returned by 228 parents and carers were analysed.

Information about the school

Pupil numbers are rising in this larger than average sized primary school. The vast majority of pupils are from a wide range of minority ethnic backgrounds. More than three-quarters of the pupils speak English as an additional language and many are at an early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils who join or leave the school other than at the usual times is higher than in most primary schools. The proportion of pupils supported at School Action Plus or those who have a statement of special educational needs is broadly average. Children in the Early Years Foundation Stage are taught in a Nursery and three Reception classes. The school has been re-accredited with Healthy School status. The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress. The headteacher was appointed in January 2011.

An after-school club uses the school's premises. This provision is not managed by the governing body and therefore has not been included in this 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

Inspection judgements

Overall effectiveness	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	4
Leadership and management	4

Key findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- Although the school meets the government’s minimum floor standards, overall achievement is inadequate because pupils’ progress is too slow and inconsistent across the school. Pupils make particularly slow progress in mathematics, in understanding the sounds that letters represent (phonics) and in developing more advanced reading skills. As a result, it takes pupils longer than expected to become fluent readers. Children in the Early Years Foundation Stage make inadequate progress in all areas of their learning.
- The quality of teaching is too variable and is inadequate. While there is some effective teaching, which challenges pupils’ thinking and generates a good pace to learning, the school’s leaders have not been successful in ensuring that the overall quality of teaching is good enough to accelerate pupils’ learning and progress at a sufficiently speedy rate. Too often, teaching is not matched closely to the next steps in pupils’ learning and few pupils understand the targets they are aiming for. With the exception of extended writing, teachers’ marking does not always engage pupils in wanting to improve the quality of their work. Action taken by school leaders to improve teaching has not been effective enough.
- Not all teachers are skilled in managing behaviour in order to promote calm and well-ordered classrooms. Consequently, too much low-level disruption and chatter in some lessons impedes the flow of learning. Pupils’ absence has reduced significantly following the robust action taken by the headteacher and attendance is now broadly average. Punctuality has also improved. Pupils feel safe in school.

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- Leadership and management are inadequate. Under the leadership of the new headteacher, several key areas of weaknesses have been eradicated. However, the school has insufficient capacity for further improvement because leadership beyond the headteacher is largely ineffective. Furthermore, the governing body has not been sufficiently rigorous in holding the school to account by carefully monitoring its performance.

What does the school need to do to improve further?

- Introduce a training programme immediately to ensure all teaching is at least good or better by:
 - using assessment information more effectively to ensure teaching carefully guides the next steps in learning for all pupils, especially in mathematics
 - identifying clearly how the learning needs of disabled pupils and those with special educational needs are to be met in lessons
 - using new technology and other resources more effectively to support and extend the pupils' learning across the full range of subjects
 - improving marking so it provides more effective feedback on the steps pupils need to take to meet their targets
 - deploying teaching assistants so that they make an effective contribution to raising pupils' achievement.
- Improve pupils' behaviour in lessons by:
 - ensuring that teachers achieve a better balance between how much they talk and the time allowed for pupils to be actively engaged in learning
 - ensuring teachers manage behaviour consistently and effectively.
- Introduce a programme to raise achievement in English which:
 - ensures that pupils who are learning to speak English as an additional language are provided with sufficient opportunities to practise speaking in order to improve their level of fluency
 - focuses the teaching of phonics more sharply on the next steps in each pupils' learning, and by organising groups so that they include pupils of similar levels of attainment
 - increases the impact of guided reading sessions and ensure that pupils read to an adult in school regularly and frequently.
- Improve provision and outcomes for children in the Early Years Foundation Stage by:
 - ensuring that there is a coherent and systematic plan to promote all areas of learning
 - making more effective use of the outdoor environment so that children's outdoor activities are linked more closely to their learning in the classroom
 - ensuring that the Nursery and Reception work together more closely for the good of all children's development.
- Improve the school's leadership capacity and impact by:

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- ensuring that all leaders have the skills to drive forward improvements in their areas, particularly in improving the quality of teaching
- developing the role of the governing body so that it is able to hold the school to account
- monitoring the performance of different groups of pupils so that any emerging gaps can be responded to quickly.

Main report

Achievement of pupils

Pupils make insufficient progress from their starting points and their attainment is typically below average by the time they leave the school. Year 6 test results fell in 2011, particularly in mathematics, to well below average; pupils also underachieved in reading. While there have been some improvements in raising attainment levels this year, inadequate teaching and learning over time and in too many lessons, show that improvements are not securely established especially in reading. Children enter the Nursery with skills that are below those expected for their age and they make inadequate progress in the Early Years Foundation Stage. Few become independent learners and are unable to take the initiative in planning their own learning; many do not take responsibility for their own behaviour or persevere with activities. Learning across the school is typically slow paced, particularly when teaching does not engage or interest the pupils. On these occasions, pupils become passive learners and have limited opportunities to develop and apply their skills in different subjects. Disabled pupils and those with special educational needs make similar progress as others, except when in small groups withdrawn from mainstream lessons, where their progress is better because of a sharp focus on individual needs. Pupils who are at an early stage of learning to speak English as an additional language make slow progress in gaining fluency because teachers do not provide sufficient opportunities for them to develop their speaking skills.

The views of parents and carers are mixed, with some expressing concerns about the progress of their children. Inspection evidence supports their concerns. Pupils' progress in reading is inadequate. By the end of Year 2, attainment in reading is well below average and is no better by the end of Year 6. Skills of inference, deduction and comprehension are not securely developed. Several pupils in Year 4 do not have the skills to decipher words containing quite basic letter sound combinations. There are some signs that improvement is starting following the recent investment in extending the range of books available. Writing is also of a low standard in Key Stage 1. However, progress in writing is much stronger than in reading at Key Stage 2, and teachers use effective strategies to promote it, for example when pupils in Year 6 planned their writing of a character description using *George's Marvellous Medicine* as a stimulus for ideas. Pupils know what they need to do to improve their writing, though this understanding is not evident in their writing in some subjects. Progress is starting to improve in mathematics since the implementation of a range of new strategies including a new calculation policy, but gaps in learning remain and progress overall is inadequate.

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Quality of teaching

Inadequacies in teaching result in pupils learning at too slow a rate as they move through the school. Lesson planning does not always meet the learning needs of different groups of pupils, so some ability groups are insufficiently challenged or unable to access their work. This has a detrimental effect on all pupils, particularly the progress of disabled pupils and those with special educational needs. Teaching assistants are not always deployed effectively in lessons and make a limited contribution to learning. In the less effective lessons, teachers talk for too long resulting in pupils becoming uninterested in their work or not able to understand because adults' explanations are too complicated. Resources, such as new technology, that could inspire learning are not used creatively to stimulate pupils' imaginations.

Teaching in the Early Years Foundation Stage is not planned with sufficient care to meet the needs and interests of the children. Insufficient account is taken of the development of all areas of learning and activities do not flow freely between the classroom and the outdoor learning area. There are insufficient links between the Early Years Foundation Stage classes and this impedes the continuity of children's learning and progress as they move from Nursery into Reception.

There are weaknesses in the teaching of reading. Even though teachers know pupils' different reading levels, the teaching of phonics in Reception and at Key Stage 1 is not focused enough on the next steps of pupils' learning. Examples were seen of technically incorrect teaching, which confused the pupils. These weaknesses also have a negative impact on the progress pupils make in writing in Reception and at Key Stage 1. Sessions for older pupils, intended to develop wider reading skills, are poorly planned and pupils rarely have their progress checked by an adult.

Parents and carers as well as pupils who responded to the questionnaire are largely of the view that teaching is good. While inspectors observed some good practice the many weaknesses in teaching outweigh the strengths. The most effective teaching seen by inspectors provided challenge for all pupils. For example, in a Year 3 mathematics lesson, tasks were provided at four different levels where pupils were solving problems using division. The teacher gave additional support to the more able group while others worked on tasks carefully pitched at their levels. However, weaknesses in the targeting of work to different abilities in other mathematics lessons led to pupils making slower progress. In the best lessons, pupils are encouraged to work together and discuss their ideas with each other.

Behaviour and safety of pupils

Pupils' behaviour and engagement in learning are inadequate because not all teachers use the behaviour strategies consistently to manage their classes. Where teaching is interesting, pupils respond well by concentrating and working hard. Most pupils are keen to do well. However, there are lessons and assemblies where pupils become restless and there is then an underlying level of unacceptable behaviour,

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which slows the pace of learning for everyone. Most pupils behave well around the school and show consideration and respect for others, for example at playtimes, in the dining hall and when they show concern to help newcomers settle into school. Most parents and carers judge behaviour as good, but this view is not shared by all of the pupils and is not supported by the inspection findings.

The systems for managing behaviour are clear, appropriate and effective when applied consistently and rigorously, which is not always the case. However, all incidents are recorded carefully and are declining in frequency following a firm approach by the headteacher. Most pupils say they feel safe in school, which is a view endorsed by parents and carers. Pupils identify, and school records show, that there is some bullying which is mostly name-calling and sometimes of a racist nature. These incidents involve very few pupils and are declining. Pupils are sure that their concerns will be sorted out swiftly and effectively and have confidence in the headteacher's drive to improve behaviour.

Leadership and management

The school's ability to improve and move forward is limited by shortcomings within the middle leadership, particularly as a number of key appointments have not been made. There is an over-reliance on the headteacher to drive improvement. Subject and phase leaders are not sufficiently effective in supporting colleagues and leading improvement in their areas. The governing body does not monitor its key areas of responsibility. Evidence to enable members of the governing body to monitor and evaluate the school's performance is not always supplemented through first-hand experience. While more governors are starting to undertake focused visits and report back to the full governing body, these actions are not having sufficient impact on raising standards and improving teaching.

The headteacher has made several key changes which have placed the school on a more secure footing than in the past. These have included eliminating irregularities in systems for financial management and ensuring that procedures are in place to meet requirements for managing the performance of teachers. Through a detailed and accurate evaluation of the school, the headteacher has identified the priority areas that need to be tackled in order to raise achievement. Action to improve teaching has been slow because there is insufficient high quality practice that others can aspire to or observe to develop their skills. Professional development has not had enough impact.

The headteacher has taken successful action to improve attendance and ensure that safeguarding arrangements meet requirements. Assessment data are now tracked and analysed with much greater rigour so that potential underachievement can be quickly spotted. Nevertheless, these data are not routinely analysed to identify any variation in the achievement of different groups of pupils. This limits the school's ability to promote equality and tackle discrimination, primarily as different groups of pupils are still underachieving.

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The curriculum does not provide a sufficiently effective framework for learning. It covers all required areas but there are weaknesses in the Early Years Foundation Stage and in the organisation of teaching phonics. The development and application of key skills, including information and communication technology, across subjects is not systematic. The promotion of pupils' spiritual, moral, social and cultural development, however, is satisfactory.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



30 May 2012

Dear Pupils

Inspection of Stanhope Primary School, Greenford UB6 9EG

Thank you for the warm welcome you gave the inspection team when we visited your school recently, and particularly to the Year 6 pupils who showed us around. Thank you also for sharing your views with us and returning the questionnaires.

We recognise that Stanhope does some things well but there are weaknesses in important areas of the school's work. For this reason, we have decided that the school requires 'special measures'; this means it will get extra help to improve.

Although we noted the good behaviour and positive attitudes of many of you, we also saw some unacceptable behaviour in lessons. Some of the teaching does not help you to make the progress of which you are capable. Too many of you leave Year 6 not having reached the level needed to be successful at secondary school. The main things we have asked the school to improve are to:

- help you to learn better by making sure work is not too easy or too hard, and that you are more actively engaged in your learning
- make sure that teaching helps you to make faster progress in your reading, and give those of you who are learning to speak English more time in lessons to practise your speaking skills
- help children in the Nursery and Reception to use their outdoor area better and make faster progress in learning
- provide more support for your headteacher from other staff and governors to bring about the improvements needed at your school.

The school will be helped to carry out these improvements during the coming months. Inspectors will visit regularly to check on progress. All of you can help the school to improve by working hard, behaving well and keeping up your improved attendance and punctuality.

Yours sincerely

Martin Beale
Lead inspector

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