

# Stanhope Primary School

Mansell Road, Greenford, UB6 9EG

**Inspection dates** 6–7 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Pupils' attainment was low in the past and pupils are still catching up.
- Their achievement requires improvement because there are differences between classes and groups. For example, in some classes disabled pupils and those with special educational needs do not achieve as well as their classmates.
- Although the quality of teaching is improving, it is not consistently good in all classes.
- There are times when pupils do not understand the relevance of lessons.
- Teachers do not always adapt their lesson plans to ensure that activities are pitched at the right level for all pupils.
- Some teachers do not allow enough time in lessons for pupils to respond to marking and correct work.
- Pupils across the school do not have enough opportunities to use and apply their mathematical skills to solve problems.
- Those pupils eligible for extra government funding do not always make the progress they should.

### The school has the following strengths:

- The school is improving rapidly. There is strength and depth in the leadership team.
- School leaders and governors share the same vision for the school and work very closely together.
- There is a strong culture of respect in the school. Pupils show respect for adults and for one another.
- The quality of provision in the Early Years Foundation Stage and in Year 6 is now good.
- Teachers apply the school's behaviour policy consistently and fairly and behaviour is good in lessons.

## Information about this inspection

- Inspectors observed 23 lessons. They also visited one small-group support session for mathematics and two assemblies.
- Inspectors looked at pupils' workbooks and spoke with pupils about their work. They listened to some pupils in Year 2 reading and met with a group of pupils from Key Stage 2. They also talked to pupils informally during break time on the first day of the inspection.
- An inspector met with three members of the governing body and a representative of the local authority. Inspectors also met with senior and middle leaders.
- Inspectors looked at the school's records of attainment, progress, attendance and behaviour. They also considered improvement planning and self-evaluation, the school's records of the checks made on teaching and minutes of governing body meetings.
- There were no responses to the Ofsted online questionnaire (Parent View). However, the inspection team took into account the results of the school's own survey of parents and carers in January 2013. Inspectors also considered evidence gathered from meetings with parents and carers at previous Ofsted monitoring visits.
- Inspectors looked at the quality of the learning environment and pupils' work on display throughout the school. Evidence from Ofsted's previous monitoring visits was also taken into account.

## Inspection team

Melanie Knowles, Lead inspector

Her Majesty's Inspector

Paula Protherough

Additional Inspector

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

## Information about this school

- This school is much larger than the average-sized primary school. There are three classes in each year group and two nursery classes.
- The school serves a very diverse community. Most pupils come from a wide range of ethnic backgrounds. The largest groups are from Asian and African heritages. Many pupils are at an early stage of learning English.
- The proportion of pupils known to be eligible for support through the pupil premium is larger than average. This is additional government funding for pupils eligible for free school meals, those in local authority care and those with a parent or carer in the armed services.
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average. The proportion of pupils supported through school action plus or who have a statement of special educational needs is slightly lower than the national average.
- The school met the government's floor standards in 2013. These are the minimum expectations for pupils' attainment and progress.
- When the school was last inspected in May 2012, it was deemed to require special measures because the overall effectiveness of the school was inadequate and the school's ability to improve was limited. Since then, the leadership structure of the school has changed and four assistant headteachers have been recruited. The governing body has been replaced. There have also been considerable changes to teaching staff.

## What does the school need to do to improve further?

- Increase the proportion of teaching that is consistently good or better by:
  - sharing the good and outstanding practice that already exists more widely
  - developing the use of tailored support for individuals so that all teachers teach high-quality lessons in all subjects.
- Raise attainment and accelerate the progress of pupils, particularly those who are disabled, have special educational needs or who are eligible for support from the pupil premium, by ensuring that:
  - teachers use information from assessments to plan activities that are precisely matched to pupils' needs
  - learning always has a purpose and is meaningful for pupils
  - pupils have time to respond to teachers' marking and feedback and make corrections to their work
  - pupils have the opportunity to apply their mathematical knowledge to real-life situations.

## Inspection judgements

### The achievement of pupils

### requires improvement

- In the past, pupils' achievement was too low and although their writing and mathematical skills are improving, some older pupils are still catching up. Pupils in Year 6 made particularly good progress last year, but elsewhere in the school progress remains uneven.
- Children typically have skills below the levels expected for their age when they join the school in Nursery or Reception. Provision in the Early Years Foundation Stage has improved dramatically since the last full inspection. Consistently good teaching over the last year has resulted in good progress for children in all areas of their learning.
- Standards in reading have improved across the school and are now broadly average by the time pupils leave the school in Year 6. Phonics and early reading skills are taught systematically and younger pupils use their knowledge confidently when reading and spelling simple words. Pupils have regular opportunities to read in small 'guided' groups and benefit from a good selection of high-quality reading books.
- Some older pupils in Key Stage 2 still do not have well-developed writing and communication skills. To tackle this, school leaders have introduced regular lessons to develop pupils' confidence in speaking aloud. Pupils also have short-term writing targets and this is helping them to concentrate on the specific areas they need to improve.
- Mathematics is a focus for improvement across the school and evidence from visits to lessons during this inspection indicates that basic calculation skills are improving. However, in some classes, there are still too few opportunities for pupils to apply their mathematical skills to solve problems.
- Pupils who are at an early stage of learning English are well supported through daily small-group support sessions and this helps them to settle quickly and develop effective language skills.
- The pupils who receive additional support from the funding provided by the pupil premium still make uneven progress. Some additional support programmes have proved to be very effective and overall, gaps have closed slightly. By the end of Year 6, pupils eligible for free school meals are typically about two terms behind their classmates in reading, writing and mathematics.
- Extra support programmes for disabled pupils and those with special educational needs are increasingly effective. However, the work provided by teachers in class does not always meet the needs of these pupils. As a result, their progress is variable.
- The school helps pupils to develop a healthy lifestyle through regular physical education lessons and provides lunchtime and after-school sports clubs for each year group run by a specialist coach. These are greatly enjoyed by pupils.

### The quality of teaching

### requires improvement

- The quality of teaching is improving, but is still not consistently good in all classes and in all subjects.
- Some teachers do not adjust and refine their lesson plans to take account of pupils' progress in lessons. Consequently, there are occasions when work is not pitched at the right level for groups of pupils and as a result they do not learn quickly enough.
- Marking and feedback to pupils about the quality of their work are generally thorough, but too few teachers give time for pupils to respond to marking and complete corrections in lessons.
- Teaching is now consistently good in the Early Years Foundation Stage and the impact of this is evident in the good progress that children make and in their enthusiastic participation in lessons. Teachers provide rich and varied opportunities for children to play and learn. Classrooms celebrate children's achievements and support learning with clear captions and prompts.
- Elsewhere in the school, inspectors saw examples of good teaching in all year groups during this inspection. Where teaching is more effective over time, teachers always ensure that the learning

is relevant for pupils. They often ask questions that challenge and extend pupils' thinking and include all pupils in discussions.

- Learning support assistants are generally well deployed in lessons and some make an excellent contribution to pupils' learning. For example, in a Year 2 lesson, the learning support assistant withdrew two children who were new to learning English at the start of the lesson so that they could practise using vocabulary to describe a character. She then worked alongside a group of lower-attaining pupils, helping them to write accurately and use imaginative vocabulary.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons and around the school has improved since the previous full inspection. This is because teachers now apply the school's behaviour policy consistently and fairly. In class, pupils respond quickly to the teacher's instructions and this means that lessons flow smoothly. Those pupils who have significant difficulty in managing their behaviour are well supported.
- There is a strong culture of respect in the school. Adults are good role models for pupils and treat each other with respect and courtesy. Pupils readily hold doors open and stand aside as an adult approaches. Adults ensure that they acknowledge and praise pupils' good behaviour.
- Pupils are keen to learn and generally concentrate well in lessons, even when working without the direct supervision of the class teacher or a learning support assistant. They show that they can work effectively in pairs or small groups and share resources readily.
- Pupils say that they feel safe in school. They are aware of different types of bullying, including cyber bullying and prejudice-based bullying and know what to do if there are any problems.
- The school has good systems for keeping pupils safe. Supervision at break and lunchtimes is well managed and the use of high-visibility jackets for the adults on duty ensures that pupils can find help easily on a busy playground.
- School leaders have recently updated the e-safety policy and ensure that pupils understand the risks posed by the internet.
- Attendance is now average and school leaders are continuing their drive to improve this further. Pupils understand why it is important to come to school regularly and on time.

### **The leadership and management** are good

- The strong leadership of the headteacher has driven some significant improvements in the school. He believes passionately that all pupils at Stanhope can and should achieve well. He consistently challenges low aspiration or expectation. He leads by example, embodying the values of conscientiousness and respect for others that he expects from staff and pupils.
- He has built an effective leadership team of two deputy headteachers and four assistant headteachers to support him. All six are skilled and experienced teachers who provide strong role models for staff. They also have good leadership skills. The school's capacity for further improvement has therefore increased.
- School leaders are reflective and self-critical. They have a very accurate view of the school's strengths and weaknesses. They analyse information on pupils' progress carefully and use this to plan next steps. The school's action plan clearly focuses on the areas that require improvement and sets ambitious targets for pupils' achievement.
- There are effective procedures to check on the quality of teaching. Senior and middle leaders make regular visits to lessons, review pupils' achievement and look at pupils' work regularly. They give teachers clear feedback about what they need to do to improve, and this is making a difference. The headteacher is increasingly making sure that teachers' pay progression is linked to the quality of their teaching and the progress their pupils make.
- Robust management of teachers' performance has sometimes led to changes in staffing. Where

permanent replacement teachers could not be found, senior leaders have minimised disruption for pupils by employing full-time teachers on short-term contracts. These temporary staff have received the same high-quality training and support as their colleagues. As a result, the momentum of improvement has been sustained.

- Pupils study a good range of different subjects and benefit from specialist teaching for physical education, music and art. Well-planned events, such as the recent celebration of world languages, ensure that pupils have plenty of opportunities to learn about and celebrate different cultures.
- Links with parents and carers have been strengthened. Regular workshops for parents and carers help them to support their children at home. Newsletters and a useful website keep parents and carers well informed about school events and activities.
- The school pays good attention to ensuring that the needs of pupils are met well, but recognises that some groups of pupils still need to achieve better. Discrimination because of belief or heritage is not tolerated. Arrangements for safeguarding pupils meet statutory requirements. All the appropriate policies and procedures are in place and regular training ensures that all staff understand their responsibilities.
- Support brokered by the local authority has helped the school to improve and officers from the local authority have kept a close check on the school's progress while it has been in special measures. As the school's capacity has grown, officers from the local authority have reduced the amount of direct support and encouraged the development of informal partnerships with other providers. The headteacher has already set up a link with a local school and has plans for both schools to work closely together.

#### ■ **The governance of the school:**

School leaders have an excellent relationship with the governing body that is built on trust and total transparency. Governors know about every aspect of the school's work. They visit the school regularly to see teachers and pupils at work. This means that governors are extremely well informed and are able to make a significant contribution to the school's improved leadership and management. Individual governors bring a range of valuable skills to the role and this ensures that the governing body runs efficiently and that committees are well led and managed. The governing body oversees the school's finances with diligence. Governors know about the quality of teaching in the school and how this relates to teachers' pay progression.

They are aware of how the school's performance compares to that of others and are working to ensure that funding earmarked for specific groups of pupils makes a difference to their achievement.

---

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101907
<b>Local authority</b>	Ealing
<b>Inspection number</b>	423810

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	623
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denise Maloney
<b>Headteacher</b>	David McLeod
<b>Date of previous school inspection</b>	28–29 May 2012
<b>Telephone number</b>	020 8575 9989
<b>Fax number</b>	020 8813 2606
<b>Email address</b>	admin@stanhope.ealing.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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](mailto: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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

