

Tribal
Kings Orchard, One Queen
Street, Bristol,
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5323
Direct email: suzy.smith@tribalgroup.com

16 September 2014

Mrs K Currie
Stanford Primary School
Chilmark Road
Norbury
London
SW16 5HB

Dear Mrs Currie

Requires improvement: monitoring inspection visit to Stanford Primary School

Following my visit to your school on 16 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- sharpen the post-Ofsted action plan to help leaders, governors and the local authority check that actions are improving teaching, learning and achievement quickly enough.

Evidence

During the visit, meetings were held with you and your deputy headteacher, members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. The post-Ofsted action plan was evaluated. I conducted a tour of the school with your deputy and the Early Years Foundation Stage leader. I also looked at written evidence of how you have dealt

with some complaints about pupil behaviour since the last inspection. I met with some of your middle leaders to discuss their work.

Context

Since the last inspection two teachers and two teaching assistants have left the school. Four teachers new to the profession have been appointed. A part-time special needs co-ordinator has joined the school to support your inclusion manager. A full time pastoral support manager has been recruited. You have employed a higher level teaching assistant to help support pupils and communicate with parents. Your deputy headteacher has returned to her role following a maternity leave. Your leadership structure has not changed but you have extended and more clearly defined the roles of some team members.

Main findings

Your post-Ofsted action plan covers all of the key issues for improvement identified at the recent inspection. It sets milestones to measure improvements in achievement, behaviour and attendance that you expect to be reached at the end of each term. It does not identify shorter term indicators of improvement. As a result your plans do not help those responsible to check the impact of their plans frequently enough.

Your middle leaders understand what you expect them to do in order to improve the school further. They can make direct links between actions they have taken since inspection and improvements in learning. Middle leaders appreciate the revisions to procedures and resources you have put in place to help pupils improve their behaviour. They believe their efforts to deal with this had previously sometimes overshadowed work on improving teaching and learning.

You and other leaders have a precise knowledge of achievement and the quality of teaching. You have used this to provide training to help teachers develop skills which match well with the key areas for improvement. For example, you have concentrated on improving teachers' questioning skills and promoted a more effective balance of pupil and teacher talk in lessons. As a result, pupils are now being expected to think more deeply and do harder work as soon as they are ready. For example, in one class pupils had been able to think of searching questions to ask of an explorer. In a mathematics lesson seen a pupil who was getting calculations right had her work marked and was set more difficult questions before the lesson was over.

Pupils are continuing to work in books from the previous school year. This is helping both teachers and pupils remember prior learning and avoid repetition. You have also invested time in teaching pupils practical ways to seek help which does not wholly depend on the teacher.

You have developed a partnership with an effective local school to help you respond to the key issues for improvement. This partnership is helping groups of three teachers to work together in learning how to spot ways of improving learning.

Letters written following investigations concerning unacceptable pupil behaviour which you showed me explain the steps the school took to respond with clarity. There are no recorded incidents of bullying since the last inspection.

Governors have been quick to act on the findings of the recent inspection. New governors have joined and existing governors have completed their external review. This has enabled them to introduce a wider range of opportunities to help parents understand their work and express views about the school. It has also given governors a wider range of methods to call upon when holding leaders to account. You have revised the way you present information to governors about the quality of teaching. They now have more detailed evidence to help them decide whether to allow teachers to progress up the pay scale.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has a realistic and accurate picture of the school's strengths and weaknesses. It is using this to provide robust challenge to school leaders. It offers good support in helping you identify specific training needs for teachers. The local authority also has a well-informed understanding of the community which the school serves.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Merton.

Yours sincerely

Andrew Wright
Her Majesty's Inspector