

Stockwell Primary School

Stockwell Road, London, SW9 9TG

Inspection dates 10–11 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher and head of school have successfully brought about the necessary improvements following the previous inspection. All staff and governors are committed to continuing to drive up the quality of teaching and raise achievement.
- The early years provision is good. The Nursery and Reception classes provide engaging activities and exciting opportunities for children to learn. Children get off to a good start in the early years and are well prepared to start in Year 1.
- Across Key Stages 1 and 2, school data and pupils' work in their books demonstrate pupils make good progress. They achieve well in reading, writing and mathematics. Leaders have successfully eradicated previous widespread underachievement.
- As a result of leaders' successful actions, teaching has improved and, across the school, is now good. Leaders continually check the quality of teaching and learning and provide effective support to develop the skills of staff where needed.
- The local authority supports the school very well. Working as part of a federation provides the school with good opportunities to share ideas and skills and helps to bring about improvements.
- Behaviour and safety are good. Pupils and parents say that the school has changed for the better. Pupils behave well, are polite, courteous and get on well together. Parents and pupils agree that the school is a safe and enjoyable place to learn.
- Governors have formed a single governing body for the federation. They are effective at both supporting the school and asking challenging questions to make sure the school keeps improving.

It is not yet an outstanding school because

- Not all staff are as skilled at adapting learning quickly for pupils during lessons to overcome misconceptions or to provide more challenge. On these occasions pupils still make progress, but not the rapid progress leaders expect.
- Pupils do not always have the chance to respond to teachers' guidance in their written work, limiting its impact. In-depth questioning, expected by the school and seen in some teachers' marking, is not yet a regular feature across all classes or subjects.

Information about this inspection

- Inspectors observed learning in all year groups, visiting 19 classes. Seven of these visits were carried out jointly with either the executive headteacher or head of school. Inspectors spent time in phonics (the linking of sounds and letters) sessions led by teachers and teaching assistants in Year 2 and Reception.
- Inspectors looked at pupils’ work in English, mathematics, topic and science books, as well as collections of children’s work in the early years. They also talked to pupils about their work during lessons, in meetings with groups of pupils and informally around the school.
- Meetings with senior leaders, subject leaders and newly qualified teachers took place, as well as regular meetings with the executive headteacher and head of school. In addition the lead inspector spoke to a representative of the local authority. She held a meeting with four governors of the joint Jessop Stockwell Federation governing body, as well as looking at minutes of governing body meetings.
- The 32 responses to the online questionnaire, Parent View, were considered, as well as the 149 responses to the school’s own recent parental survey. In addition, inspectors spoke to parents informally as they dropped off and picked up their children. They also considered a letter and telephone call received from parents during the inspection.
- The inspection team looked at a range of documents provided by the school. These included reviews on teaching and learning carried out by the local authority and the school’s own checks on the quality of teaching and achievement. They analysed the school’s information about pupils’ progress as well as joint work to check the accuracy of the school’s assessments carried out within the federation. They scrutinised the school’s action plan for improvement and considered its own view on its effectiveness. Inspectors looked in detail at records, policies and procedures relating to behaviour, attendance and the school’s work to keep pupils safe.

Inspection team

Jacqueline Marshall, Lead inspector	Additional Inspector
David Webster	Additional Inspector
Lynn Lawrence	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school. The school is moving towards three-form entry, currently up to Year 3. The use of additional teachers means Years 4, 5 and 6 are split into three classes each in the mornings.
- The early years comprises a Nursery and three Reception classes. Children can attend part-time morning or afternoon sessions in the Nursery and a few attend full time. Children attend full time in the Reception classes. A third of the children in the Reception classes have not attended the school's nursery.
- Stockwell Primary School became part of the Jessop Stockwell Federation in September 2014, with one governing body for the federation. The executive headteacher has overall responsibility for the two schools, Stockwell and Jessop Primary School, in the federation. She took up the post in summer 2013, having previously been head of school at Jessop Primary School, judged outstanding at its last inspection. She is a national leader of education (NLE). The head of school at Stockwell was appointed in September 2014. Since the previous inspection there has been a period of staff change. Almost all the school's leaders and 19 out of the 20 teachers have been appointed during this period.
- The school shares the site with the Stockwell Children's Centre. This is inspected separately and does not form part of this report.
- Most pupils are from minority ethnic backgrounds, with the largest groups being Black African, Black Caribbean and Portuguese. With 42 home languages spoken in the school, the proportion of pupils speaking English as an additional language is above the national average. Of these, the majority are at the early stages of learning English.
- The numbers of pupils joining the school at times other than the Reception class are higher than seen nationally. Approximately a fifth of these pupils speaks English as an additional language and of these almost half have no English at all.
- The proportion of disabled pupils and those who have special educational needs is similar to the national average. Most of the additional needs relate to autistic spectrum disorder or speech, language and communication difficulties.
- The proportion of disadvantaged pupils supported by the pupil premium is double the national average. The government provides this additional funding to give additional support to pupils known to be eligible for free school meals and those who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Secure outstanding teaching that matches the best practice already in the school in order to ensure all pupils make rapid and sustained progress by:
 - making sure teachers always provide timely guidance and act swiftly to move pupils on to work that stretches them or helps to strengthen their grasp of a new concept
 - providing sufficient time for pupils to respond to teachers' guidance in their written work
 - ensuring that the quality of guidance and questions in teachers' marking across all subjects helps pupils quickly move forward in their learning.

Inspection judgements

The leadership and management are good

- The highly effective executive headteacher and head of school's single-minded drive for improvement has been instrumental in the changes to the school since the previous inspection. Together they have built a strong team of leaders and staff who share their aspirations and the school's vision of 'achieving excellence together'.
- Parents share the school's aims and acknowledge the many improvements achieved over the last two years. Leaders listened to parents and acted to increase communication, for example through the active parents' forum. As a result, the vast majority of those expressing a view would recommend the school to others. Typical comments from parents are that they 'feel valued', 'have seen lots of positive changes' and that 'communication is brilliant'.
- A priority for the executive headteacher on appointment was to eradicate weak teaching and underachievement. Very effectively supported by the local authority, she did not shy from hard decisions and set clear expectations both for staff and pupils. High quality training, for example in phonics, increased staff skills, and in 2014 the standards reached by Year 1 pupils rose above the national average. Leaders also rightly prioritised providing additional staff and support in order to plug the gaps in pupils' learning. This raised the levels that pupils are working at and ensured that pupils from all groups made good progress.
- A key part of both the executive headteacher and head of school's actions has been to develop a team of leaders who share their responsibility for checking the quality of the school's work. Senior leaders regularly and rigorously check the quality of teaching and learning and lead by example in their teaching roles. Newly qualified teachers benefit from a good range of support and appreciate the help they receive from all staff and leaders.
- Middle leaders are supported effectively in developing their roles by senior leaders and are increasingly becoming as effective in checking how well pupils are doing in their subjects. They are currently targeting the quality of work pupils produce in subjects other than English and mathematics and ensuring that the new National Curriculum is delivered successfully.
- The two schools in the federation work closely together, for example sharing expertise and helping to provide an external check on each other's work. Pupils, too, work closely together, with the two school councils visiting each other and pupils giving performances at the federation music festival.
- Parents appreciate and pupils enjoy the range of subjects on offer. Additional visits and visitors enhance the well-planned curriculum further and provide the pupils with memorable and pertinent experiences to enhance their lessons. The primary school sport funding has increased the range of sports on offer and pupil uptake in sports clubs. Leaders also use funds effectively to develop teachers' skills in teaching sport through weekly coaching and observations.
- Through assemblies, the school's values and the good role models of the staff, pupils develop spiritually, morally and socially well. A different language celebrated weekly, themed assemblies such as a recent Portuguese one, Diversity Days and celebrations of other faiths and cultures, such as Eid, all contribute effectively to pupils' cultural development.
- The school's clear values, such as tolerance, responsibility and fairness, help develop pupils' understanding of British values successfully. Activities promoting democracy, including pupil elections and a visit to Parliament, also help ensure pupils are well prepared for life in modern Britain.
- Leaders have an accurate understanding of the school's overall effectiveness. They recognise the need to continue to develop the quality of teaching to remove remaining inconsistencies and raise pupils' achievement. They have thorough and well-considered plans in place to continue to develop the quality of teaching and make sure it is all of the same high quality as the best in the school.
- Additional funds to help disadvantaged pupils have been used wisely to provide quality teaching. Leaders keep a close eye on how these pupils are doing and hold teachers to account for their progress. Gaps between their attainment and that of others in the school are reducing, and in some cases have closed.
- Leaders have effective policies and procedures in place to keep staff and pupils safe. They check thoroughly to make sure those working with pupils have undergone the necessary checks and provide training for staff in areas such as child protection and preventing extremism. They ensure that all safeguarding requirements are met.
- **The governance of the school:**
 - The joint governing body provides a good level of both support and challenge to the school's leaders. Governors used the external review recommended by the previous inspection to set new expectations for governors. Effective training and guidance from the local authority enabled them to restructure and

increase their expertise and skills. Committees now have very clear responsibilities and governors demonstrate their in-depth knowledge about the school's strengths and weaknesses.

- Considering data on how well pupils are doing is a key part of governors' work. Governors use this to ask questions of leaders and check that no group is falling behind. Along with other leaders, they have high aspirations for the school and its pupils and do not tolerate discrimination. Governors have learnt from their previous areas for development and check themselves on the school's effectiveness as well as seeking external corroboration.
- Governors receive regular updates on the quality of teaching and use these to make sure that any increases in pay link closely to the progress pupils are making. They know that any weaknesses in teaching are tackled rigorously by leaders and that the school uses the best practice in the school and the federation to help support teachers to improve their skills.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils in this diverse school population get on well together, regardless of background, culture, language or faith. Those newly arrived at the school settle quickly and appreciate the systems in place, such as the friendship buddies, that help them if they feel lonely.
- Parents and pupils across the school told inspectors that the behaviour in the school has improved in the last two years. Pupils explain clearly how the school rewards good behaviour and the sanctions that are used when behaviour could be improved. They think that teachers are consistent in their approach to behaviour management. They say that lessons have become 'more fun', so pupils want to learn and behave well. Pupils' attitudes to learning are improving because of this. However, they have yet to develop a real thirst for learning in all classes to drive achievement and engagement higher.
- Behaviour in lessons is good and this continues out on the playground and as pupils move around the school between lessons. Adults act as good role models and consequently, from the Nursery to Year 6, pupils are polite and helpful to visitors and each other. The school and its grounds are tidy because pupils take care of them.
- Pupils enjoy the opportunity to take on responsibilities, whether in their own classes or in the school. Prefects, buddies and representatives of the school council all take their work seriously to make the school even better. As a result, a strong sense of community is developed.

Safety

- The school's work to keep pupils safe and secure is good. Rigorous procedures and policies are in place and leaders ensure that all staff have the relevant training. Parents have the opportunity to attend workshops, for example on e-safety to help keep their children safe when using the internet.
- Pupils receive good guidance about how to spot and prevent bullying. Assemblies, lessons and workshops all help pupils understand the different forms of bullying. They say that bullying is rare, but that if it happens they know who to turn to for help.
- Leaders make sure that pupils have regular training to keep safe when they are on school visits or when they are not at school. For example, pupils explain that whenever they participate in a school visit they are reminded about how to safely use public transport. A recent 'scooter safety' session was much appreciated by pupils who like to use these to travel to school.
- Attendance remains broadly average, but is improving due to the joint efforts of staff and leaders. Clearer guidance and a policy of sanctions for unauthorised absence have been successful in reducing the numbers of persistent absentees. In addition, pupils say they are keen to come to school because of the interesting lessons and all the school has to offer.

The quality of teaching is good

- Across the school, teaching is good. Leaders' effective actions have eradicated previous weaknesses in teaching and provided training and guidance to improve the quality of teaching. Staff are held accountable for how well pupils are doing in their classes and regularly check to make sure no pupils are falling behind.
- Relationships between adults and pupils are good and are an important part of pupils' positive attitudes towards learning. Pupils say they enjoy the activities and topics teachers plan for them and, as a result, try hard in their work.
- Additional adults and teaching assistants work closely with teachers. They provide good support for pupils, including those learning English, those with disabilities or special educational needs or the most able, on

an individual or group basis. Adults share information about the pupils they are working with, and their abilities, ensuring that pupils are always receiving the right level of help or challenge. Pupils say that there is always help available if they need it.

- Good use is made of questioning to probe pupils' understanding of new concepts or past learning. Adults typically use questions which make pupils think before answering and enable them to gauge how well pupils are doing. This helps them to pick up any misconceptions and provide additional help or challenge where needed. Where pupils' learning is rapid, teachers make these adjustments to their teaching very promptly and no learning time is wasted. However, occasionally, this fine-tuning does not happen quickly enough. Pupils are not moved on to work that stretches them further or are given the opportunity to consolidate new learning before they move on slowing their rate of progress.
- The teaching of reading is good. Following the previous inspection, leaders and the local authority provided training for staff in teaching phonics. Staff, including teaching assistants, now teach phonics effectively and systematically, leading to rising standards and sessions that pupils enjoy. Pupils are well grouped and the work set matches their abilities well. As a result, pupils have a good grasp of the key skills, such as segmenting and blending, and apply this to their writing and reading. Pupils' comprehension knowledge has also improved. Pupils say they regularly read at home and at school, and are able to express their own preferences for different authors and genres.
- Teachers plan a good range of mathematical activities that engage pupils' interests. They make sure that work suits pupils' abilities, ensuring the right level of challenge or support. An increasing focus on pupils using and applying their mathematical knowledge, particularly with regular 'challenge questions', helps effectively to deepen pupils' understanding of new learning. Some staff are being supported by their colleagues to make sure that the challenge they plan is always just right and not too difficult.
- Writing is taught well. Class teachers display a good level of subject knowledge and use this effectively to make sure pupils build the quality of their writing over time. This can be seen in the pupils' extended writing books where pupils write regularly, demonstrating an increasing confidence in using their literacy skills. Teachers and leaders regularly check the accuracy of their assessments in school and also with teachers from Jessop Primary School. Handwriting and the transfer of writing skills to writing in other subjects are a current focus for the school and, as a result, there have been some improvements in the quality of both recently.
- Teachers are effective in providing guidance for pupils verbally during lessons and as they mark their work. Leaders regularly check to make sure that staff follow the school's marking policy. They are currently focusing on ensuring that pupils always have time to respond to the comments and that the same quality of marking is seen in subjects other than English and mathematics. Where pupils make the most progress, following teachers' marking, the comments made by teachers effectively probe pupils' understanding or challenge pupils to think more deeply.

The achievement of pupils

is good

- The rate of progress that pupils make has improved over the last two years. Leaders' actions have eradicated underachievement and focused on plugging gaps resulting from previous weak teaching. They have been successful in this endeavour. Work in pupils' books, the school's own data and observations of learning in lessons all confirm that, throughout the school, pupils make good progress from their starting points in reading, writing and mathematics. In those years where teaching and learning are of a particularly good quality, such as Year 6, pupils' progress is rapid.
- Standards began to rise in 2014, with an above-average proportion of pupils reaching the expected level in the Year 1 phonic check. However, the legacy of teaching that required improvement meant attainment elsewhere continued to fall. Consequently, the standards reached by Year 6 pupils in 2014 were significantly below the national average overall. Current work shows that, due to good quality teaching, pupil progress is accelerating. In all year groups, the numbers of pupils working at the expected levels for their age have increased considerably and standards are set to rise for the first time in three years.
- Increasing numbers of pupils are working at the higher levels because the work they are given more accurately matches these pupils' needs. Leaders have been successful in raising staff expectations for what pupils are capable of achieving. As a result, the most-able pupils typically make good progress and achieve well.
- Disabled pupils and those who have special educational needs receive good levels of support, both in class and from external agencies when required. Staff know pupils' individual needs as a result of the tighter checks that teachers make on pupils' progress. Teachers effectively adapt and plan work that helps these pupils to achieve well because of this.
- Pupils who speak English as an additional language are enabled to make good progress, both in learning

English and in their other subjects, because of the high priority the school places on developing pupils' speaking and listening. Staff fluent in pupils' home language, such as Portuguese, make sure that these pupils quickly build their vocabulary and are able to join in lessons. Parents praise the school for how well they help themselves and their children when they are newly arrived in the country, ensuring that whenever they start in the school they achieve well.

- Previously the gaps between disadvantaged pupils and other pupils in the school and nationally had been widening. In 2014, Year 6 pupils were three terms behind their classmates in reading and mathematics and one term behind in writing. Compared to other pupils nationally they were five terms behind in reading and mathematics and two terms behind in writing. Currently, disadvantaged pupils are making good progress, and sometimes better, from their starting points. Disadvantaged pupils are now working at no more than one term behind their classmates in any class. In some year groups and subjects they are now outperforming the others in their class.

The early years provision

is good

- Children start in the Nursery with knowledge and understanding that are below that typical for their age. As a result of good teaching and the wide range of activities that are planned, they make good progress in all areas of their learning.
- Children enter the Reception class from the Nursery and from other settings. Despite this, an above average proportion reaches a good level of development by the end of the Reception year. This represents at least good progress from their starting points. Children are therefore well placed to continue their learning when they join Year 1.
- Staff in the early years place a great emphasis on developing children's personal and social skills. They act as good role models themselves and regularly remind children how to behave. Children quickly learn the rules and routines, settle in their classes and work together well. They cooperate with each other as they play, learning to share and consider each other's choices. Behaviour is good.
- Children have lots of opportunities to learn, whether working with an adult, together or on their own. Both inside and out, staff ensure that there are plenty of activities to engage and interest them. As a result, children enjoy their learning and often play with considerable concentration for sustained periods of time.
- Writing, in particular, is taught well and children are encouraged at every opportunity to write. Staff have worked hard to make sure that children write independently and develop the necessary phonic and language skills. Children themselves choose to make labels, record what they have been learning and contribute to class displays.
- Children develop a good understanding of how to behave safely through the activities planned for them. Staff make sure children use tools safely, understand the risks involved when using different equipment, and act sensibly as they play. Leaders ensure that the early years is a safe place to learn, something parents say is done well.
- Leadership and management of the early years are good. The leader is very knowledgeable about the staff and children. Since joining the school she has developed the quality of assessment across the classes and regularly encourages parents to contribute to the evidence showing how their children are learning. She is aware that, to improve the early years still further, all areas of learning require the same level of focus across the Reception as are seen already in the Nursery.

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

Unique reference number	100582
Local authority	Lambeth
Inspection number	462144

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	566
Appropriate authority	The governing body
Chair	Beverley Wong
Headteacher	Lillian Umekwe - Executive Headteacher Karl Bardouille – Head of School
Date of previous school inspection	25–26 June 2013
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