

St Stephen's Church of England Primary School

Dorset Road, London SW8 1EJ

Inspection dates

8–9 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, governors, leaders and staff have improved the quality of education provided.
- The quality of teaching, learning and assessment is now good. This has resulted in most pupils making strong progress in reading, writing, mathematics and in a wide range of subjects.
- Governors fulfil their statutory duties effectively. They visit the school regularly and hold leaders to account thoroughly regarding all aspects of the school's work.
- Pupils are respectful, polite and well mannered. Their behaviour is good. Pupils know what is expected of them in terms of the school's rules.
- Pupils learn in a safe, happy and caring environment. They know how to keep themselves safe in a range of situations, including when using the internet.
- Early years provision is good. Children make strong progress in all areas of learning. They enjoy a wide range of stimulating activities that promote their learning and development well.
- The provision for pupils' spiritual, moral, social and cultural development is effective. Pupils are well prepared for their future lives.
- Leaders have created a curriculum that enables pupils to develop sound knowledge, understanding and skills. Pupils are not, however, sufficiently challenged in their learning, particularly most-able pupils. This affects pupils' progress.
- Although pupils develop good writing and mathematical skills, they do not routinely apply them well in different subjects.

Full report

What does the school need to do to improve further?

- Ensure that pupils, especially the most able and the most able disadvantaged pupils, are provided with more demanding work to make sure that they achieve their full potential.
- Strengthen the wider curriculum so that learning tasks in subjects such as science are routinely challenging to enable pupils to deepen their learning.
- Share the best practice that exists in the school to ensure that pupils regularly apply their mathematical and writing skills across a range of subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have effectively secured improvement in the school since the previous inspection. They have swiftly and successfully addressed weak teaching. The quality of teaching, learning and assessment is now good across the school. As a result, most pupils make strong progress in their learning.
- Leaders regularly monitor the quality of teaching and learning. They do this in a range of ways, such as through observing lessons and scrutinising work in pupils' books. Furthermore, teachers appreciate the training they receive to develop their teaching skills.
- Leaders have created a stimulating curriculum, which is underpinned by the school's 'curriculum drivers', such as 'enquiry'. This encourage pupils to be curious about their learning and ask questions. It offers pupils opportunities to develop their knowledge and understanding in a wide range of subjects. Leaders have made strong connections between subjects through a thematic approach. For example, in Year 5, as part of their science topic 'Out of this World!', pupils learn about different planets. In art and design, they make models of the planets. However, some activities in the wider curriculum do not routinely enable pupils to deepen their learning.
- The curriculum is enriched in a variety of ways. For example, pupils visit educational places linked to their learning, such as museums. Older pupils attend workshops on possible careers and visit universities to raise their aspirations.
- The provision for pupils with special educational needs and/or disabilities (SEND) is effective. Leaders accurately identify pupils' needs and swiftly put in place support and interventions. They are meticulous in checking that these pupils make good progress.
- Leaders' work to foster pupils' spiritual, moral, social and cultural development is effective. Pupils learn about different religions. In the words of pupils, 'Learning about different religions help us to be more social, to show respect and compassion.' Leaders provide pupils with a good range of activities and experiences. This prepares them well for life in modern Britain.

Governance of the school

- Members of the governing body have a good knowledge of the strengths and priorities for improvement. Governors see themselves as 'critical friends' to leaders and offer a good level of support. They hold senior leaders to account by asking challenging questions about pupils' progress and the quality of teaching.
- Governors work closely with leaders and play an important role in determining the direction of the school. They make good contributions to the school's key documents, such as the school's evaluation and plans for improvement.
- Governors are knowledgeable about their statutory duties in keeping pupils safe. They visit the school to check that safeguarding procedures are followed. Governors regularly check that adults working with pupils are vetted according to the government's latest legislation.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a strong culture of vigilance. Staff receive regular training. This enables them to spot any changes in pupils' behaviour and other signs that may raise concerns about pupils' safety and welfare. Leaders hold quizzes with staff to ensure that they are fully updated and knowledgeable about safeguarding matters.
- Parents who spoke to inspectors said that their children are safe and happy at school.
- Pupils are taught how to keep themselves safe through the school's personal, social, health and economic (PSHE) education programme and assemblies. Pupils receive workshops on how to keep themselves safe in a range of situations, such as road safety.
- Leaders work closely with parents, local community and police to assess risks within the local community. Older pupils receive workshops on how to keep themselves safe from violence and gangs.

Quality of teaching, learning and assessment

Good

- Typically, the quality of teaching, learning and assessment is good. Consequently, most pupils make strong progress.
- Classrooms are well organised and stimulating. Pupils' work is celebrated and presented attractively in classrooms and around the school. Additionally, displays support and extend pupils' thinking well. Pupils told inspectors that they enjoy learning.
- Teachers have high expectations of pupils' behaviour in lessons. As a result, pupils are well behaved and move quickly between activities. As a result, learning time is maximised.
- The teaching of phonics is effective. It is taught consistently in the early years and key stage 1. Pupils get many opportunities in lessons to use their phonics to read unfamiliar words.
- The training that staff have received on the teaching of reading has had a positive impact on pupils' progress. Pupils spoke with enthusiasm to inspectors about their love of reading. They read regularly at home and school. Staff promote the joy of reading well.
- Writing is taught well because teachers skilfully model, explain and provide ambitious vocabulary for pupils to use. Pupils learn to write in a range of different styles and for purposes. For example, pupils in Year 6 used their imagination to write letters to their parents before they set sail to England on the 'Empire Windrush'. Leaders are aware that the quality of pupils' handwriting varies and are working to improve this.
- The teaching of mathematics is effective. Pupils develop strong knowledge and skills in a wide range of mathematical topics. They are given opportunities to apply their mathematics skills to solve problems.
- Teaching assistants are trained and deployed effectively to support pupils with SEND. For example, they use questioning well to help pupils work out answers for themselves.

Consequently, these pupils make good progress.

- Teachers' expectations of what the most able pupils can achieve are not routinely high enough. The work in these pupils' books shows that, sometimes, teachers set tasks for these pupils that are not sufficiently challenging.
- Although pupils gain strong knowledge, understanding and skills in a wide range of subjects, at times the learning activities are not demanding. In some subjects, such as science and history, tasks do not regularly deepen pupils' learning.
- While teachers encourage pupils to apply their writing and mathematics skills in all subjects, this varies between year groups. For example, occasionally, younger pupils do not write grammatically correct sentences in subjects other than English.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and achievements. They willingly help each other during lessons. Pupils show empathy and kindness towards classmates. They talk confidently about their learning.
- Pupils relish opportunities to take on additional roles, such as house captains and school councillors. Members of the school council are elected by their peers via a voting system. This gives pupils first-hand experience of democracy. Such opportunities support pupils' development of leadership and social skills.
- Pupils are knowledgeable about the different forms of bullying. 'Peer mediators', who are trained, look out for other pupils and resolve conflicts in the playground. Pupils told inspectors that they can talk to adults or use the 'worry' and 'wishes' boxes to post any concerns and worries. They said that staff respond swiftly.
- Pupils said that they feel safe and know how to keep themselves safe, including when using the internet. They know the importance of fire drills. For example, they told inspectors that the purpose of taking the register after evacuating the building, is to ensure that no child is left on the premises.
- Leaders and staff provide pupils with good opportunities to ensure that their physical, mental and emotional needs are met. For example, pupils who have specific needs are offered support to promote their well-being. Pupils keep fit and healthy by participating in a range of sporting activities and clubs.

Behaviour

- The behaviour of pupils is good.
- Pupils are fully conversant with the school's behaviour management system. They follow school rules well. Pupils are polite and respectful to each other and adults, including visitors.
- Pupils' behaviour in lessons, around the school and at social times is good. Typically,

during lessons, pupils are well behaved and display good attitudes to learning.

- Leaders' actions are effective in ensuring that pupils attend school regularly and are on time. Attendance is in line with the national average. Persistent absence has increased slightly for this year and leaders are working closely with external agencies to improve this. There were no exclusions last year.

Outcomes for pupils

Good

- Improvements in the quality of teaching have resulted in most pupils making strong progress in English and mathematics.
- The proportion of pupils that achieved the expected standard at the end of key stage 2 in reading, writing and mathematics has improved over the past three years. Last year, this was in line with the national average. The proportion that attained the higher standard was well above average.
- In 2018, the proportion of pupils who attained the expected standard in the Year 1 phonic screening check was in line with the national average. This is the result of effective phonics teaching.
- Leaders' actions to improve the quality of teaching reading have made a positive difference to pupils' progress. Older pupils talked eloquently to inspectors about their favourite authors. Younger pupils use their phonics knowledge and skills well to read new words. Pupils read with fluency, accuracy and understanding.
- Work in pupils' writing books and displays in classrooms shows that pupils make strong progress. Pupils develop writing skills according to the standards expected for their age. Pupils' handwriting is not routinely of a high level. Leaders monitor this closely.
- Pupils make strong progress in mathematics. This is evident in their mathematics books. They use their mathematics skills well to solve problems. Teachers make strong links between subjects. For example, links are made between geography and mathematics.
- Disadvantaged pupils make good progress in reading, writing and mathematics. Pupils with SEND make strong progress in reading and mathematics because of well-targeted interventions and the support they receive. Leaders are currently working on improving these pupils' progress in writing and additional support is in place.
- Occasionally, most-able pupils are not challenged sufficiently in their learning across the curriculum, including in mathematics. This affects their progress and attainment. Consequently, they do not achieve their full potential.
- Pupils make good gains in acquiring knowledge, understanding and skills in a range of subjects, other than English and mathematics. However, learning tasks do not routinely enable pupils, including the most able, to deepen their learning and understanding.
- Although pupils are given opportunities to apply their writing and mathematical skills in different subjects, this is better in some year groups than others. This affects pupils' progress.

Early years provision

Good

- Early years provision is led and managed effectively. Leaders have made sure that the learning environment is vibrant, safe and a happy place for children to learn and play.
- The quality of teaching is effective. Adults provide stimulating activities to support children's learning. For example, adults provide resources, such as number lines and cubes to support children's understanding of number and addition. This supports children's mathematical development well.
- Phonics is taught effectively. As a result, children use their phonics knowledge skills well to read and write words and sentences. Inspectors observed how well children worked with each to check their knowledge of the sounds taught.
- Children are well behaved as a result of the clear routines that have been established. They happily play and learn together, cooperating with each other and adults.
- The work in children's writing, mathematics books, learning journals and displays shows that children make good progress in all areas of learning. In 2018, the proportion of children that achieved a good level of development was in line with the national average. Children are well prepared to continue their learning journey in Year 1.
- Parental links are strong. There are plenty of opportunities for parents to be involved in their children's learning. For example, they are invited to the 'stay, play and learn' session, where they can engage with their child in learning activities. This enables parents to help their children at home with their learning.

School details

Unique reference number	100621
Local authority	Lambeth
Inspection number	10088871

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Dahs Eun Chae
Headteacher	Linda Campbell
Telephone number	020 7735 1023
Website	www.st-stephens.lambeth.sch.uk
Email address	admin@st-stephens.lambeth.sch.uk
Date of previous inspection	24–25 January 2017

Information about this school

- The school's last section 48 inspection took place in December 2016.
- St Stephen's Children's Centre, which is managed by the school, was not part of this inspection.
- This school is an average-sized primary school.
- The school is in the top 20% of all schools for the proportion of pupils eligible for free school meals.
- The proportion of pupils with SEND is higher than the national average.
- The school manages the breakfast club and after-school clubs.

Information about this inspection

- Inspectors visited lessons to observe pupils' learning, mostly with senior leaders. They scrutinised pupils' work in and outside of lessons.
- Inspectors spoke to pupils to seek their views about learning. They met formally with one group of pupils and spoke to pupils at breaktime and lunchtime. Inspectors listened to pupils read from Years 2 and 6.
- The lead inspector attended an assembly.
- Meetings were held with leaders, governors and staff. The lead inspector met with a representative of the local authority.
- Although there were too few responses to Parent View, Ofsted's online questionnaire, inspectors considered the views of parents at the start of the school day. They also considered the free-text comments submitted by parents.
- Inspectors reviewed a wide range of school documentation, including documents relating to safeguarding, behaviour, the school's self-evaluation, plans for improvement and information about pupils' progress and attainment.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Julie Davey	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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