

Stockwell Primary School

Inspection report

Unique Reference Number	100582
Local Authority	Lambeth
Inspection number	276337
Inspection dates	26–27 January 2006
Reporting inspector	Ian Wilson

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 on roll	
School	
Appropriate authority	The governing body
Chair	Mr Michael Thomas Mrs Janet Mulholland
Date of previous school inspection	Not previously inspected
School address	Stockwell Road London SW9 9TG
Telephone number	02072747687
Fax number	02072749887

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Stockwell Primary School is a large, popular, very ethnically diverse school and more than half the pupils have a first language other than English. The school serves a disadvantaged area and the proportion of pupils eligible for free school meals is much higher than average. Attainment on entry is low and pupil mobility is high. The proportion of pupils identified as having learning difficulties is average. The school provides a wide range of additional activities and services including on-site childcare.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

There are no areas of the work of the school in which significant improvement is needed. The priorities identified by the school, including those related to improving teaching further, form a good basis for future development.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching is good overall and some aspects are outstanding, for example, the planning of lessons which meets the needs of pupils very well and the way in which teachers and other staff work together to support pupils with learning difficulties and pupils whose first language is not English. This contributes substantially to the very high standards attained and progress made by pupils. Lessons have clear learning objectives and pupils know what they need to do to achieve them. Teachers have good subject knowledge, are good at explaining concepts and reinforcing what is being taught. Teachers manage pupils well, establish good relations with them and encourage them to do their best. Lessons have good pace and little time is wasted. The school has invested substantially in improving the range of learning resources including books and computers and these are used well by teachers and pupils. Pupils' work is marked conscientiously but marking that provides guidance to pupils on how to improve their work is not always used consistently. There is also some inconsistency in teachers' expectations of the presentation of work. Pupils have good attitudes to learning and behave and generally concentrate well, though inattentiveness occasionally inhibits their progress.

Curriculum and other activities

Grade:

The curriculum meets the pupils exceptionally well. For example, in collaboration with the Portuguese Ministry of Education, additional lessons in Portuguese are provided for Portuguese pupils. Provision for literacy and numeracy is very well planned. Pupils have good opportunities to use computers in different subjects. A very well planned programme of social and health education ensures that pupils learn how to be safe and healthy. The Foundation Stage curriculum meets the needs of young children well and helps ensure a smooth transition from the nursery to reception and onto Year 1. After-school clubs give pupils opportunities to take part in a variety of sporting and cultural activities. Homework clubs, twice weekly after school classes for those needing extra help, extra lessons in French and high quality tuition provided by visiting artists and musicians are all valuable aids to achievement. Frequent trips strongly enhance the learning that takes place in the classroom. Pupils' enthusiastic participation in these activities strongly boosts their confidence and skills.

Care, guidance and support

Grade:

The quality of care provided by the school is outstanding. The nurturing atmosphere in the school results in pupils feeling safe and valued. This, together with the high esteem the school engenders in pupils contributes significantly to their positive work ethic. Pupils who are at risk or who need additional support are identified early and very effective strategies to meet their needs are put in place by a strong team of support staff. Many pupils join the school at other than the usual times. However, they settle into school quickly because of the comprehensive induction programme. Pupils are very well supported in making the transition to secondary school. Child protection arrangements are in well established. All staff take responsibility for ensuring that pupils are safe in school and, as far as reasonably possible, outside school. There are excellent strategies for promoting the involvement of parents at every stage of their children's education.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

You may remember that three inspectors recently came to visit your school. We really enjoyed our visit and would like to thank you for your help whilst we were there.

We think that you go to an excellent school. Your headteacher, with the support of the staff, runs the school very well. We think that you are well looked after, are taught well by your teachers and are given extra help when you need it. The school works very well with your parents and carers to let them know how well you are doing and how they can help you. You all say that you enjoy coming to school, learn well in your lessons, and many of you take part in the extra activities the school organises at lunch times and after school. You behave well and get very good results in your tests. Importantly, you all get on well together.

As your school is so good, there are no major things that it needs to do to improve, but the staff and governors are keen to see you do even better and they have some good ideas about what to do to help you do this. One of these is to give more guidance to you about how to improve your work. Another is to try to help some of you concentrate a little more, especially towards the end of lessons.