

St Stephen's Church of England Primary School

Inspection report

Unique Reference Number	100621
Local Authority	Lambeth
Inspection number	276351
Inspection dates	25–26 May 2006
Reporting inspector	Philip Mann

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	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Miss Annette Duce Ms Louise Salewski
Date of previous school inspection	Not previously inspected
School address	Dorset Road London SW8 1EJ
Telephone number	02077351023
Fax number	02075870073

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Stephen's CE Primary School has an average number of pupils on roll. The school serves a mixed community with some areas of significant deprivation. Pupils come from a very wide range of backgrounds with over three quarters whose home language is not English. The proportion of pupils with learning difficulties is high and above average. The overall attainment of pupils coming into the school at the age of five is well below average with standards in communication skills being particularly low. A significant number of pupils join the school other than in the nursery and reception classes. The school has recently experienced some difficulties in the retention and recruitment of staff. The situation has now been resolved with the appointment of a new headteacher.

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

- * Improve the consistency and effectiveness of behaviour management.
- * Make more effective use of data to monitor and evaluate pupil achievement to identify future need.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good overall with some of it being outstanding. This is an improvement on the findings of the previous inspection. However, pupil behaviour is not always managed effectively in a small number of lessons. Consequently time is lost and this affects the overall progress of these pupils. In contrast, when lessons are good or outstanding, teachers have high expectations of pupils, the over exuberance of some pupils is managed very well, and learning is good. The overall quality of planning is good and tasks are effectively matched to the needs of all pupils.

Support staff play a vital role in helping those pupils with limited skills in English or have learning difficulties. This is because good lines of communication have been established amongst the teaching and support staff to ensure lessons run smoothly. The quality of marking is good overall and teachers encourage pupils to improve through supportive comments and target setting. The progress of pupils is monitored regularly and teachers are starting to make effective use of the information to target support where it is needed.

Curriculum and other activities

Grade:

The curriculum is broad, balanced and effectively enriched with a wide range of exciting and vibrant learning experiences. Well-planned cross-curricular projects provide all pupils with opportunities to learn from real life experiences. For instance, projects such as the 'Castle Building' event enable the oldest pupils to develop their personal and social skills whilst giving them an opportunity to extend their use of language. Such activities fully prepare pupils for the next phase of their education and the wider world. Activities are fun and make a significant contribution to the achievement of all pupils.

Provision for children in the Foundation Stage is consistently good with a strong emphasis being placed on the teaching of basic skills within a context of creativity and play. Provision for pupils whose home language is not English is good. As a result many of these pupils make quick progress in their literacy skills. This positive picture also exists for those pupils with

learning difficulties where focused support is ensuring that all make good progress. A good range of activities outside of lessons and strong community links enhances the curriculum further.

Care, guidance and support

Grade:

The school's care, guidance and support for pupils are outstanding. Pupils' needs are quickly identified and the school actively seeks the views and support of parents and carers in order to further support pupils' learning. With the support of the Education Action Zone the school has organised very successful Family Learning and Cafe Reading projects. These projects contribute significantly to pupil achievement by encouraged shared learning at home. Results indicate that pupils, including those with learning difficulties and disabilities and English as an additional language, respond very positively to the guidance and encouragement they receive. Child protection procedures are rigorously applied to ensure that staff are fully aware of the needs of any vulnerable pupils. Pupils identified as gifted and talented are well supported with opportunities created for them to further develop their interests and skills. Supervision at lunch and break times is good and pupils respond well to the positive encouragement and guidance they receive. The school provides a healthy and safe environment.

Leadership and management

Grade:

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

I enjoyed visiting your school and I would like to thank you for making me feel so welcome. St Stephen's is a good school and you clearly like taking part in the many interesting activities carefully planned for you. I was particularly impressed with the quality Year 6's work and their enthusiasm for learning. Teachers work hard to make lessons interesting for you. Most of you respond very well to this and listen to what the teachers have to say. However, a few of you behave in a loud and boisterous manner, which some teachers find difficult to manage. This means that some lessons are not as good as they could be. You can help them to improve these lessons by always listening to what others have to say and concentrating on your work.

While at your school I also found that;* teaching is good overall and some of your teachers provide you with lessons of the very highest quality;* staff in the nursery and reception class are providing good opportunities for young children to learn;* staff provide the highest level of care for you all;* your new headteacher and senior staff provide good leadership for the school.

However, even though teachers mark your work carefully, computer technology is not used in the best way to monitor your progress. This is something your senior staff are going to develop.

Finally, I would like to thank you again and wish you all the very best.

Phil Mann

Lead inspector