

# Mount Stewart Infant School

## Inspection report

---

<b>Unique Reference Number</b>	101501
<b>Local Authority</b>	Brent
<b>Inspection number</b>	286085
<b>Inspection dates</b>	6–7 June 2007
<b>Reporting inspector</b>	Lynne Kauffman

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

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kiran Tailor
<b>Headteacher</b>	Mrs Naomi Ninvalle
<b>Date of previous school inspection</b>	19 November 2001
<b>School address</b>	Carlisle Gardens Mount Stewart Avenue Kenton Harrow HA3 0JX
<b>Telephone number</b>	020 8907 5113
<b>Fax number</b>	020 8907 2639

---

<b>Age group</b>	4–7
<b>Inspection dates</b>	6–7 June 2007
<b>Inspection number</b>	286085

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors

## Description of the school

This is a large oversubscribed infant school in a socially advantaged area. Most of the pupils are from minority ethnic backgrounds with two thirds from an Asian heritage. About a third of all pupils are at an early stage of learning English. The proportion of pupils who have learning difficulties and disabilities, including those with a statement of special educational need is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Mount Stewart is a good and improving school. There is a positive atmosphere of care and support which is encapsulated in the school creed displayed in the entrance. Pupils have a love of learning and feel well supported by a caring committed staff. The school provides an excellent curriculum with inspiring opportunity for enrichment through sport and creativity. The majority of parents are very positive about the school and the progress their children make; they particularly praised the regular informative weekly newsletter introduced by the new head teacher.

Pupils join the school from a range of pre-school settings. They settle quickly into Reception through a well planned induction. Pupils develop confidence because they play and learn happily in a safe, nurturing but challenging environment and progress rapidly. Because issues highlighted by external reviews have been tackled well, provision at Foundation Stage is now good. A new building programme will provide play space to enrich learning in Reception.

Pupils reach above average standards by the end of Year 2, and do particularly well in mathematics. The improved assessment system and use of data is not yet used consistently which is having an impact on the progress of more able pupils. This issue has been identified by the school and an intervention programme, in its early stage of development, is ensuring these pupils are effectively challenged through development of thinking skills and problem solving.

The quality of teaching and learning is good with some outstanding teaching. A strength is the school's special project that focuses on learning which is tackling the inconsistency in some teaching from Foundation Stage to Year 2. Lessons are made interesting because teachers provide a good range of activities that actively involve pupils. Good techniques using the interactive whiteboard particularly supported the understanding of those pupils with English as an additional language (EAL). Pupils with learning difficulties and disabilities and those with EAL blossom when the support of a teaching assistant (TA) is available. However, this is not always an available resource and this restricts learning. Relationships are good and make a positive contribution to learning. Pupils know what teachers expect. Their progress is tracked but only Year 2 is involved in evaluating their own performance in class.

Personal development and well being is good overall. Fair play and collaborative games are a feature of break and lunch times. Social development is encouraged through the many stimulating and creative activities provided in the school playground space. For example, the funds for the 'hop scotch design' were raised by pupils, following their personal research - showing real entrepreneurial spirit. The majority of parent comments and questionnaires expressed their support for the positive leadership of the head teacher. Parents are well informed, but some parents are still concerned about behaviour of a minority of pupils. The school has good capacity for improvement because the good leadership and management has high expectations and strategies that are already demonstrating an impact on communication, assessment, teaching and learning.

### What the school should do to improve further

- Extend the assessment and tracking procedures to ensure pupils progress can be tracked effectively so that they can all achieve as well as possible.
- Challenge more able pupils to inspire their thinking and problem solving skills.

## **Achievement and standards**

### **Grade: 2**

Children begin school with broadly average skills, although standards in communications, language and literacy and personal development are below average. They achieve well during their time in the Foundation Stage, and make particularly good progress with their language skills and personal development. This raises confidence to progress well in all areas of learning in the Foundation Stage. By the time they enter Year 1 standards in all areas of learning are average.

Throughout Years 1 and 2 pupils make good progress and by the time they leave to join their next school they have reached standards in reading, writing and mathematics that are above average. Pupils with learning difficulties and disabilities achieve well and many reach the nationally expected standards. However, more able pupils do not always achieve as well as they could in reading and writing and the proportions who reach the higher level is below that nationally. This is because of the lack of challenge for more able pupils. Pupils from an Asian background achieve well and reach standards in line with their classmates. The school has been particularly successful in ensuring that boys reach standards that are above that seen nationally through focusing on special projects. Standards in reading, writing and mathematics have been consistently above average during recent years.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well being, including pupils' spiritual, moral, cultural and social development are good. The good provision enables pupils to become well balanced, well rounded individuals with a positive outlook on life.

Pupils really enjoy school especially the many opportunities for gaining creative skills in school clubs including yoga and chess. Attendance is average. Some pupils who take extended holidays in term time struggle to catch up with work on their return to school which adversely affects their progress. Behaviour is satisfactory although there are incidences of some immature behaviour commented on by parents and observed during the inspection.

Pupils' contribute to the school community through their school council; although the council are a new group they have already researched and raised funds for a playground development. Good knowledge of the wider community enables pupils to understand roles within the community such as health workers and the police. Many visitors give talks about their work in the community. Pupils have a very good appreciation of a healthy lifestyle; they speak knowledgeably about healthy eating and their 'Healthy Schools Award' plus valuing exercise to keep them fit. Pupils have a good understanding of how to stay safe in school and in the community. Many elements of the curriculum give pupils practice in social and economic awareness through using work base skills in lessons such as working in teams, presenting their findings to their class and sound basic skills.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Pupils enjoy being in school and are positive about learning. The school council felt 'learning was fun'. Teachers have good subject knowledge and explain clearly the purpose of each lesson so that pupils know what they are going to do. This is then checked through careful questioning so that learning can be reinforced. Lessons are well paced so no learning time is wasted. Pupils are encouraged to work independently and in small groups, which they do well. However the use of assessment is inconsistent and pupils are not always confident about their targets. This means teachers do not always use knowledge from assessment data to match pupil's work to their different starting points, resulting in insufficient challenge for some groups of pupils. There are times, when more able pupils are not stretched enough and they do not make enough progress because work is too easy. When this happens pupils become fidgety, lose concentration and behaviour deteriorates. When teaching assistants are in classrooms they are used effectively to help pupils learn and make good progress, particularly those who have learning difficulties and disabilities.

### Curriculum and other activities

#### Grade: 1

The curriculum is broad and balanced. The programme for promoting pupils personal development is firmly established. Pupils experience a full curriculum which meets their needs and interests. They learn how to keep safe and healthy and many visitors who come into school help them understand about the importance of using medicines wisely and about looking after their teeth and eyes. Healthy lifestyles are encouraged as part of the curriculum but also through the range of clubs, which are very well attended. The use of information communication technology (ICT) is well developed across the curriculum, especially through the use of interactive whiteboards and the computer suite. There is a wealth of enrichment activities for pupils such as the trips linked to curricular areas and the range of visitors, such as the drama groups. The drums in the outdoor music area are in constant use during breaks, developing rhythm, and pupils grow to learn the power of performance. All of these experiences make a highly positive contribution to the pupils' personal, cultural and creative development. Pupils have excellent opportunities to contribute to community events through numerous local and national fund raising events. The curriculum is very effective in helping pupils to develop the basic skills needed for the next stage of their education.

### Care, guidance and support

#### Grade: 2

The school provides pupils with good care, support and guidance. Child protection procedures are secure and training is regularly updated. Health and safety procedures are good and regular checks help to ensure pupils are safe and secure. Academic support and guidance are satisfactory. Although teachers set appropriate targets, the pupils are not familiar with them so do not always know how to improve. Newly introduced systems enable the staff to monitor the progress of all pupils and to identify needs more swiftly. Pupils with learning difficulties and disabilities are well supported because they are identified early and teachers planning links to pupils' individual education plans. Teaching assistants support these pupils very well, but the higher

attaining pupils are not always given sufficient challenge in their lessons. Pupils at the early stages of learning English receive good support.

## **Leadership and management**

### **Grade: 2**

The school leadership team has used the previous inspection issues effectively to target improvement. This year's focus on raising standards and promoting personal development and well being for all pupils has had a good impact on learners. This is because the improvement in assessment has influenced teachers' planning to match pupil need more closely. Leadership and management are good at all levels because of their focus on raising standards and tracking progress at whole school level. A well planned training programme for all staff links effectively to the school improvement plan and brings more consistency to teaching across the school. Some teachers explained 'they had been re-vitalised by the challenges made by the senior leadership team'.

The head teacher has clear vision for the school and empowers others to realise that vision. Governors play an effective role as the critical friend to the senior leadership team. They are very clear about the schools strengths and areas for development through their active involvement in committees. Staff, governors, parents and pupils are working together to develop the school.

There are good systems for checking how the school is doing that are accessible to all staff, governors and parents. Governors expressed that they were 'proud to be part of this school'. A real strength is the high quality team work, which includes the majority of parents, ensuring everyone plays a part in moving the school forward.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
--------------------------------------------------------------------------------------------------------------	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

20 June 2007

Dear Children

Inspection of Mount Stewart Infant School, Harrow, HA3 0JX

We would like to thank you for welcoming us to your school last week and hope your non-uniform day on Friday was very successful. We enjoyed watching you work and play together and were very impressed by the 'hop scotch' area developed through your fund raising and research. Your school council has started some good work and will need your help in the future to make sure they can put your requests into action.

It was good to see the way you looked after each other and shared and developed ideas in class; many of you enjoyed working in teams and in one class a pupil actually became the teacher for one activity. Most of you are working very hard but a few of you are being silly in school and your parents were concerned about some behaviour that interrupted others learning. We hope those people are going to think about their behaviour in the future.

Your books are good and some of you are making very good use of computers. It is important to use the comments and marks in your books to help you understand what you need to do to improve. You are working well in your classes. You always try your best especially where your teachers give you challenges to work in teams and choose how to work together. Some pupils find their work easy and the school are planning to challenge those pupils with harder work. Some of you work well with your teaching assistants and it is more difficult to get help when there is no teaching assistant available in class.

We would like to wish you all success as you approach the end of the school year and wish everyone at Mount Stewart School a happy holiday.

Yours sincerely,

Lynne Kauffman Lead Inspector