



# Stoneydown Park School

## Inspection Report

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**Unique Reference Number** 103079  
**Local Authority** Waltham Forest  
**Inspection number** 286555  
**Inspection dates** 15–16 January 2007  
**Reporting inspector** Nick Butt

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

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<b>Type of school</b>	Primary	<b>School address</b>	Pretoria Avenue
<b>School category</b>	Community		Walthamstow
<b>Age range of pupils</b>	3–11		London E17 6JY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02085207026
<b>Number on roll (school)</b>	246	<b>Fax number</b>	02085209277
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Wayne Keenan
		<b>Headteacher</b>	Ms J Brown
<b>Date of previous school inspection</b>	8 May 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized school with a nursery. It serves a mixed residential area. Around a third of pupils are eligible for free school meals, which is high. Four out of five pupils are from minority ethnic backgrounds, the largest group (just over a quarter) being of Pakistani origin. A very high proportion of pupils (almost two thirds) speak English as an additional language. Many pupils join and leave the school outside normal times. The school has won an award for promoting healthy lifestyles.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with outstanding features. The headteacher has been extremely effective at creating a caring culture, where all pupils thrive and thoroughly enjoy school. She is supported by a strong team of senior managers. Parents are very enthusiastic about the quality of the school's work. One wrote, 'It has exceeded my expectations in every sphere.'

Pupils achieve well because of good teaching and a rich and varied curriculum that interests them and gives them an appetite for learning. Standards are broadly average, with a greater proportion of pupils than is usual attaining the nationally expected levels in English, mathematics and science by the end of Year 6. Fewer pupils attain the higher levels in mathematics and science. This is because the most able pupils are not always fully challenged. Pupils with learning difficulties are well supported and make good progress towards their targets.

The personal development and well being of pupils are outstanding. They behave extremely well in class and around the school, and are very considerate towards one another. One child said, 'We accept everyone'. Pupils have excellent attitudes to learning. They are very keen to participate in lessons, and work hard, growing in confidence. Pupils have an exceptionally good understanding about how to live healthily, and enjoy taking part in the many sports clubs. They feel staff really listen to them and act on their suggestions. A pupil commented, 'We all get a say in what we like.' Pupils are greatly involved in making their local community a brighter place, whether through helping to improve the adjoining park, or planning murals for the railway bridges. They are extremely well prepared for a life of learning.

The provision in the Foundation Stage is satisfactory. It is not always clear from some of the activities in the Reception class what pupils are expected to learn from them. In the Nursery, activities have a clear focus and provision is good. Throughout the school pupils enjoy a good curriculum, with outstanding opportunities for enrichment. The variety of visits and visitors and out of school clubs contributes extremely effectively to pupils' enjoyment of school.

Leadership and management are good. There are outstanding systems in place to identify the needs and manage the support for pupils with learning difficulties. Pupils who are at the early stages of learning English make good progress because their needs are well met. There are excellent links with support agencies. Much informal monitoring by the headteacher takes place, leading to an accurate view of the school's strengths and its areas for development.

### What the school should do to improve further

- Ensure teaching challenges the most able pupils to achieve as well as they can.
- Use every opportunity to develop children's learning when planning activities in the Reception class.

## Achievement and standards

### Grade: 2

Achievement is good. Standards are broadly average. Pupils enter the school with standards that are below national expectations, especially in communication, language and literacy. They get off to a good start in the Nursery and make satisfactory progress by the end of the Reception year. Many pupils reach the expected early learning goals, although boys do not do so well in literacy. By the end of Year 2, standards are slightly above average, but fewer pupils attain the higher levels in reading and mathematics. A whole school initiative on writing introduced in 2006 has had a good impact on standards across the school. Boys were not doing as well as girls, but the gap is now narrowing as a result of changes introduced to the curriculum to make it more interesting for boys. Standards by the end of Year 6 are a little above average and most pupils meet their challenging targets. However, fewer pupils attain the higher levels in mathematics and science. This is because the work set for them in some classes is too easy.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, social, moral and cultural development is outstanding. Pupils celebrate one another's cultures in many ways, often involving their parents, such as a recent fireworks event for Eid, Diwali and Bonfire Night. They have a strong set of moral values, which is reinforced in assemblies and in personal, social and health education lessons. Pupils are very keen to help one another, both in lessons, at lunchtime where the older pupils help serve, and in the playground with younger pupils. They feel safe and free from bullying or harassment. They are confident to go to adults with any worries. Pupils make a considerable contribution to their community, often channelled through the excellent work of the school council. They involve local officials, such as road safety officers when considering the traffic near the school. Pupils have every confidence that their views are acted upon. For example, one girl asked that the dinner rota could be changed because by the time she got up there her favourite dish had run out. Triumphantly, she declared, 'Finally, I'm going to get my fish!' Pupils leave the school with a good set of basic skills and the confidence and independence to move to secondary school. Their farewell films, such as a take on Peter Kay's 'Show me the way to Amarillo' involving the Year 6 pupils and staff in various locations around the school site, testify to their huge enjoyment of primary school.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Teachers know exactly what they want pupils to learn. Relationships are very good - pupils respond well in lessons and have excellent

attitudes. Behaviour is frequently exemplary. There are good links to other subjects, for example when Year 6 pupils gave talks about the water cycle as part of a lesson on non-fiction texts. Teachers make lessons creative and fun, and this particularly appeals to boys. In one English lesson, pupils had to solve the problem of what to do with Persephone, who was languishing in the underworld. One boy said, 'She could paint the walls to brighten it up!' However, sometimes there is insufficient challenge in the tasks set for more able pupils. In the Reception class, some activities for children do not have enough structure to enable children to make the most of them. Pupils with learning difficulties are well taught. Pupils who are learning English as an additional language are fully involved in lessons and enjoy teachers' practical approach.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good with outstanding features. The content is broad and balanced and there is some linking of different subjects. The school has many visits and visitors and provides an excellent range of clubs, including a Dr Who club and Venetian Mask painting. One pupil reported, 'Art week was wicked!'. Pupils appreciated being asked what art activities they would like to do, for example using clay to make pots. Links within the community are excellent. Pupils attend a sport and education programme linked to a local football club. Personal and social skills are very well-promoted, which contributes greatly to pupils' outstanding personal development. There is a good curriculum in the Nursery, but in the Reception class the range of activities is sometimes more limiting. The curriculum is well adapted to the needs of pupils with learning difficulties. It has recently been reviewed to make it more appealing to boys. This has helped them to make better progress in their learning.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good, with pastoral care being outstanding. Pupils know that they can go to the learning mentors to discuss any concerns they may have. Individual programmes are also designed for those pupils who need extra help, for example if they find difficulty dealing with strong emotions. The school is extremely effective in supporting the needs of pupils with very specific and complex needs. Parents are consulted and included in their children's learning. There is a very caring ethos. One pupil commented, 'It is a place where everyone shows respect'. There are very good procedures to ensure pupils are protected and cared for. Assessment procedures are good and used by teaching staff to help plan future learning. However, not all pupils are aware of the targets identified for their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher's outstanding leadership has contributed greatly to the excellent personal development of pupils and their good progress. Together with a strong team

of senior leaders, she ensures that an exciting and relevant curriculum makes learning fun for pupils. Parents greatly value the friendliness and openness of the school. One said, 'Each and every member of staff feels responsible, and cares for every pupil.' The excellent way that inclusion is managed ensures that pupils with learning difficulties achieve well, many attaining the nationally expected levels in Year 6 tests. The measures to improve writing have been very well implemented and resulted in standards rising. Infrequent monitoring of lessons by the mathematics and science coordinators has lessened their impact, especially in ensuring that more able pupils are challenged. Mostly, self-evaluation is good and strategic plans have appropriate priorities for improvement. Governors are increasingly involved in the life of the school and beginning to assume their role as critical friend. The school has improved well since its last inspection and is well placed to continue to go from strength to strength.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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?	1
The quality and standards in the Foundation Stage	3
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	3
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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### 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>	2
<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.

## 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	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Many thanks for welcoming us to your school. We enjoyed meeting you and finding out what you like. Yours is a good school, and there is much to be proud of. These are some of things the school does well.

- You make good progress in your work and enjoy your lessons.
- The teaching is good and teachers make learning fun.
- Your behaviour is excellent and you look after one another very well.
- The school cares for you extremely well, making sure you are happy and safe.
- There are lots of interesting and exciting things for you to do in school, including a very wide range of clubs.
- The school is led and managed well. The headteacher and staff work very hard to see that you have every opportunity to do your best.

We believe that the work is sometimes too easy for some of you, and have asked your teachers to check that it is at the right level so that you reach high standards. We know that the staff are keen to hear your opinions, and you may like to discuss your progress with them. The children have lots of interesting things to do in the Nursery, and this helps them to learn. We believe the Reception children would also benefit from this approach.

Thank you once again for your help. Our very best wishes for the future.

Yours sincerely,

Mr N Butt

Lead inspector