



Little Stanmore Nursery, First and Middle School

Inspection Report

Unique Reference Number 102188
LEA Harrow LEA
Inspection number 294391
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector David Jones HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Middle deemed primary	School address	St David's Drive
School category	Maintained		Edgware
Age range of pupils	3 to 12		Middlesex HA8 6JH
Gender of pupils	Mixed	Telephone number	020 8952 3272
Number on roll	197	Fax number	020 8381 2017
Appropriate authority	The governing body	Chair of governors	Mr Steven Isaacs
Date of previous inspection	28 June 2004	Headteacher	Mrs Gill McKeever

Age group	Inspection dates	Inspection number
3 to 12	14 June 2006 - 15 June 2006	294391

© Crown copyright 2006

Website: 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 one of Her Majesty's Inspectors.

Description of the school

Little Stanmore Nursery, First and Middle School is of average size. The school has 197 full-time pupils on roll and a further 45 children attend the nursery part-time. Pupils transfer to local secondary schools at the end of Year 7.

The proportion of pupils that speak English as an additional language is very high, as is the proportion of refugees and asylum seekers. A small but increasing number of pupils are at an early stage of language acquisition. Pupils represent a wide range of ethnic backgrounds. As with other areas of north London pupil mobility is above average; 17 pupils joined the school on 1 April 2006, six of these pupils had not received any primary education in the United Kingdom.

The proportion of pupils entitled to free school meals is above the national average; the social and economic characteristics of the area the school serves does not compare favourably with the national picture. The proportion of pupils with learning difficulties and disabilities is well above average as is the proportion with a statement of special educational need.

The school buildings were refurbished to a very high standard as part of a Private Finance Initiative organised by the local authority in 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

Self-evaluation is good and the school has correctly identified the aspects of provision which require further development; for example, the need to raise standards and support the pupils with below average literacy skills

Standards of attainment are now close to those found nationally but pupils make good progress. This is the result of the significant improvement in the quality of teaching which is now good. The quality of provision in the Foundation Stage is satisfactory and pupils make appropriate progress. The care, guidance and support provided for the pupils are satisfactory. The personal development of the pupils is good and their behaviour is good. Most pupils are now happy to come to school; they enjoy their lessons, feel secure and display positive attitudes to learning. The poor attendance of a small number of pupils needs to be improved. The pupils' spiritual, moral, social and cultural development is satisfactory.

Leadership and management are good. Building on the effective leadership provided by two acting headteachers since September 2005 the new headteacher and senior staff have raised achievement and secured a calm and orderly learning environment. Governance is satisfactory. The school has made good progress since the inspection that required the introduction of special measures and now gives satisfactory value for money. The school's capacity to improve is good.

What the school should do to improve further

- Raise standards by focussing on the development of pupils' literacy skills.
- Continue to refine the support and learning opportunities for those learning English as an additional language as well as for those pupils with learning difficulties and disabilities.
- Maintain the recent improvements in attendance

Achievement and standards

Grade: 3

Attainment on entry is well below average and often very low. Pupils in the Foundation Stage generally make satisfactory progress and their mathematical development is good. In Key Stage 1, progress is satisfactory although standards of reading and writing are below what might be expected for their age. The 2005 Key Stage 2 National Tests results in English, mathematics and science were well below the national average.

In lessons, standards of attainment are generally below average; however, evidence from the school's robust assessment data base confirms that more than 80% of pupils now make reasonable progress and half of them make good progress.

The quality of written work in English varies with the pupils' grasp of spoken language and the quality of presentation in their exercise books remains variable. Subject specific vocabulary is often used accurately but many pupils struggle to develop these terms into coherent sentences. However, Year 7 pupils studying Shakespeare were able to display a good understanding of the major characters in 'A Midsummer's Nights Dream'. In mathematics, the pupils' understanding of number, data, shape and space is at least satisfactory. The school has sound evidence that the majority of pupils are likely to achieve their mathematics targets. The introduction of investigative science has helped improve the pupils' understanding and use of scientific vocabulary; for example, in a Year 4 science lesson some pupils were able to explain how thermometers were graded in response to well directed questions.

Personal development and well-being

Grade: 2

The school is a calm and well-ordered place. The pupils' attitudes and behaviour have improved considerably and were good in all lessons. Movement around the school is supervised well. The pupils' spiritual, moral, social and cultural development is satisfactory and sporting activities provide good opportunities for health and social development. The number of exclusions has fallen dramatically and is now low. The rate of attendance has improved to 93.8% since the start of the summer term 2006; however, a small number of individuals attend irregularly. The pupils' interest in mathematics and the school's improved provision for information and communication technology are helping to develop a range of skills that contribute to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching has improved significantly and is now good; as a result most pupils make good progress. The best teaching was underpinned by high expectations and warm working relationships that made for good behaviour and positive attitudes to work. Lively and interesting activities matched the pupils' learning needs, for example in a Year 2 science lesson on living organisms where pupils were encouraged to develop their questioning skills. In other good lessons there was a strong emphasis on the development of speaking and listening skills so that pupils were encouraged to explain their thinking. Classroom assistants are generally well directed and most understand how best to deploy their skills to support both teachers and pupils. Group work was generally well used to match tasks and activities to the pupils' needs and earlier learning.

Curriculum and other activities

Grade: 3

The curriculum meets all statutory requirements. A greater emphasis on investigations is helping to develop the pupils' thinking skills. Plans are in place to develop work with the local specialist science secondary school. The successful introduction of French in Years 4 to 7 has added to the pupils' enjoyment of learning. Satisfactory support is provided for pupils with a range of educational needs. However, lesson planning does not always make clear how the pupils' quite varied literacy difficulties are to be addressed. The range of pupils learning English as an additional language continues to grow and the school's overall approach to inclusion is not yet fully developed.

Very good use is made of specialist physical education instructors to support work-force remodelling while providing an outstanding curriculum experience for all pupils in Key Stages 1 and 2. This excellent tuition is being extended and provides a major contribution to the Healthy Schools agenda whilst inspiring a vibrant competitive atmosphere in each class.

Care, guidance and support

Grade: 3

The school's policies and procedures help to ensure pupils' safety and security. Effective whole-school assessment and tracking procedures have been introduced this academic year. This robust assessment information is used to track the progress of individuals and groups of pupils, including those with learning difficulties and disabilities. Marking and planning still display some inconsistencies so that pupils are not always clear what they have to do to improve. Most pupils were unaware of either their targets or of how well they were doing. Pupils with learning difficulties and disabilities are appropriately cared for but they make satisfactory rather than good progress. The school council has made a positive contribution to the discussions on healthy eating and outside play facilities. The school works well in partnership with other agencies to help ensure pupils learn and make good progress.

Leadership and management

Grade: 2

Leadership and management are good. The new headteacher has quickly built on the good work of her predecessors. A strong leadership team have helped to secure a sense of purpose and community among the staff. The headteacher's vision for the school is clear to all. Good self-evaluation takes into account the views of all major stakeholders and senior managers have a very good understanding of the school's strengths and weaknesses. The monitoring and evaluation of performance are secure with effective links made between lesson observation and the use of the robust assessment database developed effectively under the direction of the deputy headteacher. The governors have worked hard to secure the leadership of the school.

The school's links with the community and other educational institutions are satisfactory. Curriculum leadership is satisfactory and the new roles and responsibilities approved by the governors for September 2006 will bring experience and strength to the leadership of the Foundation Stage and Key Stage 1. Staff and pupils know what is expected of them and are confident that they will be supported and encouraged to give of their best.

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.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

As some of you may remember I have been visiting your school for over a year and in that time I have seen it improve a great deal. Here are some of the things I think are really good:

* Your behaviour is good and you enjoy your lessons.* The teachers work very hard and have helped you make good progress.* The school is a calm and friendly place. You told me that most bullying had stopped or was dealt with quickly.* Your new Headteacher Mrs McKeever, runs the school well.

There are still things to do and you can help by coming to school regularly. When you receive your work back from the teacher you need to check you understand what you have to do to improve. It is important you read as much as possible as this will help you with your literacy.I have enjoyed meeting you regularly and wish you well for the future.

Yours sincerely

David Jones

H M Inspector