

Stanley Park Infants' School

Inspection report

Unique Reference Number	103006
Local Authority	Sutton
Inspection number	308195
Inspection date	26 March 2008
Reporting inspector	Peter McGregor

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

Type of school	Infant
School category	Foundation
Age range of pupils	4-7
Gender of pupils	Mixed
Number on roll	
School	270
Appropriate authority	The governing body
Chair	Mrs Karen de Brunner
Headteacher	Mrs Rachel Jacob
Date of previous school inspection	17 November 2003
School address	Stanley Park Road Carshalton SM5 3JL
Telephone number	020 8647 9322
Fax number	020 8773 4686

Age group	4-7
Inspection date	26 March 2008
Inspection number	308195

© Crown copyright 2008

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 an Additional Inspector who evaluated the overall effectiveness of the school. The inspector looked particularly at pupils' standards and achievement, their personal development and well-being, the quality of teaching and some aspects of how well they are cared for, guided and supported. The inspector met with staff, pupils and the chair of governors. Parts of lessons were observed, parents' questionnaires were examined and school information, including assessment records and self-evaluation, was scrutinised. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

Stanley Park is a larger than average infant school. The proportion of pupils from minority ethnic groups, mainly mixed race, Black African and Asian, is a little above average. The proportions of pupils eligible for free school meals and those with learning difficulties and/or disabilities, mainly dyslexia, are below average. The school has achieved Investors in People, Basic Skills and Inclusion Marks, Thinking School status, Artsmark Gold and Healthy Schools status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Stanley Park Infants' School is outstanding. Parents appreciate greatly the quality of what is provided, aware that their children are exceptionally happy, achieve high standards and make an excellent start to school life. The comment 'I have been delighted with my children's progress and love of learning and am continually impressed by the quality of teaching', summarises parents' views. The headteacher provides inspirational leadership, developing a cohesive, extremely effective staff team, rigorous systems and an innovative and excellent curriculum.

Pupils make exceptional progress in Years 1 and 2, building on good foundations in the Reception classes. Over the past five years, standards pupils attain by the age of seven have been exceptionally and consistently high in reading, writing and mathematics. Pupils are articulate and self-assured, like challenges and problem solving, and thoroughly enjoy writing. A slight dip in standards in 2007 reflected the large increase in the number of pupils with learning difficulties in that year group. Their progress and achievements, considering their abilities, were excellent as a result of the high quality support provided. Current standards are very high. Pupils make rapid progress, and are on track to meet demanding targets.

The personal development and well-being of pupils are outstanding. Lively, helpful and confident, they become enthusiastically involved in lessons. They are considerate, yet question rigorously. Their spiritual, moral, social and cultural development is excellent. A pupil discussing the best things about school said 'We look out for each other so we can help and so everyone is happy'. Behaviour is excellent. Pupils follow a healthy lifestyle and adopt safe practices. Many of them follow 'walking to school' initiatives and take part in the excellent range of sports clubs. They understand what is 'good food' and home lunch boxes reflect this. Pupils have bread and water available on their tables in the dining room - a recommendation stemming from the school council - making the lunchtime experience an extremely civilised and enjoyable one. Attendance is good. The headteacher does all in her power to minimise absence. Pupils are very involved in the local community through, for example, musical events and community arts projects. As part of an enterprise week, pupils ran very successful fundraising activities for playground equipment, involving local support. Pupils are extremely well prepared for transfer to their next schools.

The quality of teaching is excellent. Lessons are challenging and very enjoyable. Video clips, for example, capture pupils' interest and stimulate learning. The number of 'baddies' encountered by Dr Who was a source of fascination as pupils gleaned information for a data handling exercise. Teaching assistants provide very effective support to individuals who struggle with aspects of literacy and numeracy. Monitoring records over time show that most teaching is good or outstanding with little that is described as satisfactory. The school helps parents to be very involved with their children's learning, particularly through parents' workshops and an excellent 'pupil planner', which facilitates effective communication between home and school. Science, music, the arts and sport have a high priority in the curriculum, as do English, mathematics, and the development of thinking skills. Breakfast and after-school clubs are popular and successful, and personal, social and health education is extremely effective. In addition to the excellent curriculum, pupils benefit from outstanding care, guidance and support. All that takes place is built around pupils' needs. Relationships between pupils and the staff are excellent. Extremely good tracking procedures identify those pupils who are not making as much progress as they could. Excellent support is then targeted on these individuals, the outcome of which

is seen in the high standards achieved. Pupils know their targets and what to do to improve further.

The headteacher's clear vision for the school is encapsulated in one of its aims, 'To promote the highest expectations of every child by laying firm foundations and fostering enthusiasm for learning,' and is being fully realised. Governors and staff have an excellent understanding of the school's successes and where a focus for development is needed, such as the drive to further improve aspects of the Foundation Stage education to the outstanding level of the rest of the school. Governors challenge the headteacher and help to ensure the efficient and effective use of available resources. Excellent progress has been made since the last inspection and standards in information and communication technology, a weakness at that time, are now a strength. Procedures for safeguarding learners are fully met. The school provides excellent value for money. It has no significant weaknesses.

Effectiveness of the Foundation Stage

Grade: 2

The school's assessment and tracking system shows that children on entry to Reception classes are achieving more than is expected for their age, and that they make good, at times very good, progress across the six areas of learning. About half the children transfer to Year 1 having exceeded national expectations. Strengths are in communication, language and literacy, mathematical development and personal and social education. Children are particularly successful in reading, and in their dispositions and attitudes to learning. The quality of teaching is good overall with some very effective integration of indoor and outdoor play, a strong focus on linking sounds to letters, and in writing and imaginative play. However, one of the outdoor play areas is not as good a learning environment as the other, and there is some variation in the effectiveness with which staff facilitate children's development. Leadership and management of early years' provision are good, with excellent awareness of the issues that have to be addressed. Training and support are in hand to bring about improvements.

What the school should do to improve further

- Improve the outdoor learning environments and quality of teaching in the Foundation Stage.

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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

02 April 2008

Dear Pupils

Inspection of Stanley Park Infants' School, Carshalton, SM5 3JL

Thank you for being so welcoming and helpful during the inspection. I very much enjoyed talking with you and learning about your extremely good school.

You work very hard and make excellent progress so, by the time you are seven, your standards are much higher than in most other schools. You speak very well, are extremely confident and get on very well together. You thoroughly enjoy being at school. Your parents are very pleased with the way you are developing and your sensible behaviour. You work and play safely and get involved in lots of sport and physical exercise.

Your teachers are exceptionally good at making work interesting and just difficult enough, so that you can do it when you try your hardest. This is helping most of you to learn and do really well. Your school council is very important. The headteacher and governors listen to what it has to say and try to follow things up to make the school even better. All the staff care greatly about you and make sure you are as happy as you can be. Lots of clubs are provided, which is great. Staff check your progress very, very carefully and give you lots of extra help if you are not doing quite as well as you could be. You know your targets and try ever so hard to meet them.

The headteacher is outstandingly good at her job and helps everyone to enjoy being at school and to do very well. The hard job she has now is to make sure your school keeps on being excellent. Plans are already in place for the Reception classes, to make their outside areas as good as they can be and for all the children to have the same very good opportunities for learning. I am sure you will all want to help, and make the school even better.

Best wishes

Peter McGregor

Lead Inspector