

Stanhope Primary School

Inspection report

Unique Reference Number	101907
Local Authority	Ealing
Inspection number	323550
Inspection dates	30 April –1 May 2009
Reporting inspector	Mike Thompson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	507
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Cllr Eilíeen Harris
Headteacher	Mr Anthony Peter Starkey
Date of previous school inspection	23 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Mansell Road Greenford UB6 9EG
Telephone number	020 8575 9989
Fax number	020 8813 2606

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Stanhope is a large primary school that serves a socially and ethnically diverse community. Most pupils are from minority ethnic communities. The largest of these groups, representing 25% of the number on roll, comprises pupils of Indian heritage. Other significant minority ethnic groups are Pakistani (17%), Black African (11%), and Black Caribbean (10%). About 12% of pupils are in the early stages of learning English. Most of these are to be found in the Early Years Foundation Stage, which comprises two part-time Nursery classes, one in the morning session and one in the afternoon, and three Reception classes. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Most of these pupils have either moderate learning difficulties or experience social, emotional and behavioural problems. The school has achieved the Healthy School award and has the Activemark accreditation for its promotion of physical education.

There is onsite childcare provision which is not managed by the governing body. This comprises a breakfast club and an after school club. The after school club was inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Stanhope Primary is a good school. Its pupils thrive within a caring environment. The school is effective in taking children from low starting points, often with very little English and limited social skills when they join the Nursery classes, to become confident, thoughtful and independent individuals who attain broadly average standards in English, mathematics and science by the time they leave at the end of Year 6. Parents value the school's effect on their children's lives, and those from minority ethnic groups appreciate the support provided for them by the school, for example in developing their own skills in English. In relation to their children, parents' positive views are summarised well by one who wrote to inspectors: 'The staff are friendly and approachable...my child comes home with a smile on her face and is enthusiastic about learning.'

All pupils are warmly welcomed and fully included. They achieve well and make good progress because they are taught well and benefit from a well-planned curriculum, enriched with a wide range of extra-curricular activities and a strong sporting tradition. Underpinning the pupils' good progress is the good climate for learning evident in all classes. Pupils are keen to learn, attentive and play a full part in lessons. This occurs because teachers are skilled at motivating their pupils and manage their behaviour well. Another reason for the good progress made is the good quality of academic guidance provided for pupils through dialogue with teachers in lessons, the good quality marking of pupils' work, and the innovative tutorials that are successful in improving pupils' skills as writers. Teachers know their pupils well and regularly check on their progress. At present, these checks largely comprise the use of periodic tests rather than ongoing, day-to-day assessment by the teachers. Work to move from a generally test-based system of assessment to one more securely founded on teachers' assessment is now underway. In subjects other than English, mathematics and science, assessment systems are generally underdeveloped.

An important feature of the school, and one that contributes strongly to the good climate for learning evident in all classes, is the good personal development of the pupils. Respect and consideration for others are everyday features of school life, and pupils really enjoy all aspects of provision. The pupils' good social skills, their developing independence in organising their work and their sound skills in the use of information and communication technology (ICT) and problem-solving prepare them well for a future as lifelong learners.

The leadership and management of the school are good. The senior managers closely monitor its effectiveness. The procedures in place for checking on the progress of pupils are effective in ensuring that pupils who need extra help are clearly identified. All pupils have clear targets to achieve. However, the school recognises that its computerised system for tracking pupils' progress needs to be improved. At present, the system does not identify potential underachievement clearly enough and at a very early stage. In addition, managers are not easily able to access data about pupils in different ways in order to inform their decision-making.

The school has made good progress since its last inspection, and its track record in improving standards through initiatives in both writing and science show that it is well placed to develop further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children settle well into the Nursery and Reception classes and achieve well because of the good provision. Staff are particularly successful in developing the personal and social skills of children. In the case of those with little or no English, the staff make effective use of picture cues, such as a 'smiley face' or 'sad face' to enable children to convey their feelings about their experiences. Consequently, children from a range of ethnic backgrounds quickly learn to make friends and play and work together harmoniously. They have caring and trusting relationships with the adults who have charge of them and ensure that they are well looked after. Staff are good at developing children's skills in English through constantly talking about the activities underway, accompanied by use of gestures. However, they sometimes miss opportunities to improve children's speech even further by modelling grammatically correct responses to questions. The children understand what is expected of them and, particularly in the Reception classes, follow clear routines. The curriculum provided covers all areas of learning well. There is a good balance between activities chosen by the children and those directed by the adults. While planning clearly emphasises the intended learning for all activities, the day-to-day assessments of children's achievements, recorded by the adults, generally describe what children are doing rather than noting how well they are meeting the learning objectives. The consequence of this weakness is that children's achievements are not summarised accurately enough at the end of the Reception Year. Inspectors found that children's attainment at the end of Reception in previous years has generally been significantly overestimated. Overall, attainment is below what is normally expected by the time children move to Year 1. Despite the weakness in recording and summarising their attainment, children make good progress in their learning because they are taught well and there is always something to capture their imagination and hold their interest within the wide range of activities provided.

What the school should do to improve further

- Improve the quality of assessment in the Early Years Foundation Stage and throughout the school in subjects other than English, mathematics and science.
- Refine the system for tracking pupils' progress and the subsequent use made of this information.

Achievement and standards

Grade: 2

Children make particularly rapid progress in the development of their language skills in the Nursery. This good start is built on well, in a slightly more formal way, in the Reception classes. This prepares children well for their transfer to Key Stage 1.

Standards are generally below average by the end of Key Stage 1. Considering pupils' low starting points, this level of attainment represents good gains in learning. Unreliable assessments made at the end of Key Stage 1 in previous years mean that the current 'value added' calculations made at the end of Key Stage 2 need to be treated with some caution.

Pupils with English as an additional language make good progress because they are fully included in all activities and given good-quality help whenever they need it. Pupils with learning difficulties and/or disabilities also make good progress. Their specific needs are very clearly identified and their progress in reaching the targets set out in their individual plans is closely monitored.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils get on well with one another, and at play their behaviour is generally good. Pupils say that bullying is not a problem. When it does occur, they feel that teachers deal with it well. In closely controlled situations, such as in lessons, pupils' behaviour is often impeccable. Pupils have positive views about all aspects of their school. They particularly appreciate the wide range of sporting activities available for them and enjoy the opportunities now provided for 'extended writing'. Older pupils commented favourably on the academic guidance they receive from their teachers during their tutorials. Although most pupils attend regularly and are punctual, overall attendance is just below the national average. The school's rigorous monitoring shows that extended holidays taken during term time adversely affect the attendance rate, which would otherwise be in line with the national average. Pupils have a clear understanding of how to be safe, for example in handling equipment or when using the internet. The Healthy School award and Activemark accreditation fully reflect pupils' good knowledge about the importance of leading a healthy lifestyle. Pupils are well prepared for the next phase of their education and for their future economic well-being. Their skills in teamwork and their diligent approach to tasks are good, and their basic skills in literacy and numeracy are satisfactory. They are equally well prepared for a future as good citizens through their contributions to the day-to-day life of their school and through their regular support for the wider community through activities such as charity fund-raising.

Quality of provision

Teaching and learning

Grade: 2

Teaching is effective because teachers are good at providing clear explanations for their pupils and generally ensure that lessons take place at a crisp pace. In English and mathematics in particular, work is well matched to the different abilities of the pupils. At the beginning of lessons, teachers make sure that their pupils know precisely what they are supposed to learn, and at the end of lessons teachers guide their pupils in reflecting on what they have achieved. The impact of these good teaching techniques is that pupils learn well because they are clear about what they have to do, are given achievable challenges, and are enthused by their success. Underpinning this good learning is good behaviour that stems from high-quality relationships between teachers and their pupils. The teachers treat their pupils with respect and courtesy, and promote independent learning well by providing, for example, opportunities for pupils to conduct research. Pupils respond to this motivation by showing a keenness to learn and sustain good levels of concentration. Teachers are good at ensuring that all pupils are included in lessons. Skilled teaching assistants play an important role in this by ensuring that pupils with learning difficulties and/or disabilities, or those in the early stages of learning English, benefit from good modelling of what needs to be done accompanied by clear explanations. In some lessons, teaching is less effective, but is nonetheless satisfactory. This situation typically arises where teachers' introductions to lessons are too long. The consequence is that the pupils, particularly the boys, become restless and lose concentration.

Curriculum and other activities

Grade: 2

The curriculum is well planned. There is a good emphasis on the basic skills of literacy and numeracy and on developing pupils' personal and social skills. The current focus on 'extended writing', introduced in response to managers' drive to raise standards, is having a good impact in developing pupils' skills. The tutorials that are part of this initiative effectively help pupils to recognise precisely how they can improve their work. The school is working hard to develop links between subjects to help make learning even more relevant, and a good range of well-planned activities, such as visits, help add further interest. The curriculum is enriched well by the large number of clubs that run before and after school, which predominantly promote the pupils' health and add to their enjoyment of learning. A further strength is the specialist teaching in music, art and French.

The focus upon developing independence through research skills motivates pupils and encourages them to achieve well. These skills are mainly developed through subjects such as history and geography and are well supported by the use of ICT. The information gathered from teachers' periodic assessment of pupils' progress is used well to inform planning in the core subjects of English, mathematics and science. For example, in science the subject leader's analysis of pupils' weaknesses triggered the introduction of a 'science week' that gave a higher profile to investigative work. This in turn led to the establishment of a flourishing science club. However, in other subjects, such as art and design and technology, assessment is not an integral part of provision. The curriculum provided for pupils with learning difficulties and/or disabilities is well organised, and targets for these pupils to achieve are clearly mapped out in their individual education plans. However, provision for pupils who have particular gifts and talents is underdeveloped.

Care, guidance and support

Grade: 2

A strong emphasis is placed on the pastoral care and welfare of pupils. Consequently, pupils feel secure in school. Checks on adults working with children are properly in place, although the school managers recognise that record-keeping systems need to be improved. The emotional and learning needs of vulnerable pupils are well known to staff and are monitored closely.

The academic guidance provided for pupils is good overall, but is inconsistent between subjects. It is outstandingly good in respect of pupils' writing, and this provides a good model for development in other subjects. The quality of teachers' marking of pupils' extended pieces of writing is of a very high standard, with informative comments to help pupils improve their work. From these comments, and through tutorial sessions, clear, specific individual targets are derived. The marking in mathematics is less effective in bringing about improvement, and pupils do not have targets in this subject or in science.

Leadership and management

Grade: 2

The impact of leadership and management is seen in the good progress made by the pupils. The headteacher works well in partnership with his deputy, and provides a good role model through his teaching. The senior managers have an accurate understanding of the strengths

to be built on and the weaknesses that need to be addressed. For example, they recognise the need to refine the computerised system for checking on pupils' progress. At present, the system does not quickly and easily provide the school's managers with information relating to specific groups of pupils in order to pinpoint potential underachievement. The school is the natural focus for its community, it understands the needs of its parents well, and demonstrates a good commitment to the promotion of community cohesion. In no small part, this is due to the ethnic diversity of staff members and their understanding of, and respect for, the cultural traditions of the pupils and their families.

Middle management is good. These managers closely monitor the effectiveness of provision in their areas of responsibility and have clear plans of action.

Governance is satisfactory. Most of the governors are newly appointed and currently lack the skills or experience required to hold the school to account in a proactive way. Governors are supportive and take a keen interest in the work of the school.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

15 May 2009

Dear Pupils

Inspection of Stanhope Primary School, Greenford, UB6 9EG

On behalf of the inspectors, I would like to thank you very much for being so helpful when we came to visit your school. We really enjoyed meeting you, talking to you and looking at your work. Your parents think that you go to a good school, and we agree.

Here is a list of some of the things we like best.

- You learn well in lessons and make good progress because you are taught well.
- You develop your personal skills well. This is important in helping you to become good citizens in the future. We were impressed by your good behaviour and the way you get on well with each other.
- You enjoy and learn a lot from the interesting and exciting activities your teachers plan for you, such as your science week, and you are really fortunate to have lessons taught by specialist teachers in art, music and French.
- We were really impressed by the tutorials you have to help improve your writing. We think that these would be a good idea in other subjects.
- All of the adults in your school make sure that you are well looked after.
- Your headteacher and all of the teachers who help manage your school are doing a good job.

Every school has something that could be improved, and this is what we have asked your school to concentrate on to help you to do even better.

- We would like your teachers to become more skilful in judging how well you are getting on in the Nursery and Reception classes. We know that your teachers in Years 1 to 6 regularly judge your work in English, mathematics and science to help them check on how well you are getting on. We think that they should now do this in other subjects as well.
- We would also like your headteacher and deputy headteacher to improve the computer system that teachers use for checking on your progress, so that they can help you even more quickly when you are not getting on as well as you should.

I wish you great success in the future.

Yours faithfully

Mike Thompson

Lead Inspector