

# Stanford Primary School

## Inspection report

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<b>Unique Reference Number</b>	102660
<b>Local Authority</b>	Merton
<b>Inspection number</b>	335944
<b>Inspection dates</b>	8–9 July 2010
<b>Reporting inspector</b>	Michael Milton

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicholas Doran
<b>Headteacher</b>	Keran Currie
<b>Date of previous school inspection</b>	5 December 2006
<b>School address</b>	Chilmark Road London SW16 5HB
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## Introduction

This inspection was carried out by four additional inspectors. Sixteen lessons were observed and 16 teachers seen teaching. Inspectors held meetings with pupils, governors and members of the staff. They observed the school's work, and analysed pupils' work, the school's policies and improvement plan, as well as questionnaires from 60 parents and carers and 77 pupils

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- improvements to the leadership of English, mathematics and science and their impact on pupils' learning
- the impact of improvements to assessment on pupils' rates of progress
- improvements to the leadership and management of the Early Years Foundation Stage and their impact on children's learning.

## Information about the school

Stanford is a large primary school with two classes for each year group. A large majority of pupils are from minority ethnic groups, the largest of which are Black African and Black Caribbean. The proportion of pupils known to be eligible for free school meals is above average. The number of pupils with English as an additional language is above average, with a small minority at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. Their needs include those associated with complex communication difficulties, speech and language difficulties as well as emotional and behavioural problems. The proportion with statements of special educational needs is above average. The number of pupils who join or leave the school at other than the usual times is above average. The Early Years Foundation Stage provision has a Nursery, with morning and afternoon groups, and two Reception classes. A breakfast club and after-school care are provided by the Kids' City charity for about 100 pupils, and these were not inspected. In recognition of its work, the school has the Healthy Schools Award, Activemark and Bronze Sustainable School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Stanford Primary School provides its pupils with a good education. Following the last inspection, there was a period of many staff changes. Under the exceptional, dynamic leadership of the headteacher, the school is now settled, has a new senior leadership team and is improving rapidly. For example, the leadership of the Early Years Foundation Stage has helped to create a strong staff team in the Nursery and Reception classes which has improved provision this year and increased the rate at which children learn and develop. As one parent wrote, 'Overall, a friendly, inclusive and motivated school.'

Children join the school with levels of skills and knowledge below those expected for their ages. They make good progress and, by the end of Year 6, their attainment is average in English, mathematics and science. Pupils progress as well as they do because of good teaching and effective assessment, together with their good behaviour and enthusiasm to learn. Pupils from different minority ethnic groups also make good progress. There is, however, some inconsistency in the rates of progress between subjects and different year groups. For example, pupils make particularly good progress in Key Stage 1, and some older pupils make more progress in mathematics than English. The school provides excellent care, guidance and support for pupils, especially for those that are vulnerable, and this helps many pupils overcome barriers to their achievement. As a result, pupils feel very safe. Pupils have a good understanding of the importance of a healthy diet and take part in a wide range of physical activities. Pupils' attendance rates are average. Behaviour is good and the number of pupils receiving rewards for good behaviour has increased this year. Many pupils show empathy towards, and understanding of, those pupils who have complex communication difficulties.

Teaching has a good number of strengths, including effective planning that matches activities to pupils' differing learning needs. Teaching assistants make a good contribution to teaching and most work purposefully to help pupils learn during all parts of lessons. Class management is always effective and lessons place a good emphasis on developing pupils' speaking and listening skills. In a small minority of lessons, learning is less effective because the pace of teaching slows so that some pupils lose their concentration. Occasionally, the work does not challenge more able pupils. In a large majority of lessons, teachers use assessment carefully to help pupils learn as much as possible. Marking gives pupils feedback about their successes and areas for improvement but pupils do not always respond to this. The school uses well organised assessment data to track the progress of each pupil but there is some inconsistency in the effectiveness with which this is used to ensure that all pupils achieve well. The well-planned curriculum is enriched by a good range of visits and visitors together with a

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wide range of clubs. These contribute to pupils' enjoyment of learning, as does the strong music provision. However, pupils have insufficient opportunities to make full use of information and communication technology (ICT) to enhance their learning in other subjects because of a shortage of up-to-date equipment.

The headteacher, ably supported by the deputy headteacher, has helped to create a strong staff team committed to providing high quality care and education for all pupils. The many improvements, particularly to teaching and the curriculum are increasing pupils' rates of progress. The school knows its own strengths and weaknesses, and has a good capacity for sustained improvement.

**What does the school need to do to improve further?**

- Increase the amount of good teaching from September 2010 by:
  - using a wide range of methods to extend the school's best practice to all classes
  - ensuring that pupils respond to teachers' comments and questions in the marking of their work
  - using the assessment data more effectively to match work to pupils' differing learning needs in all classes.
- Increase pupils' opportunities to use ICT to enrich their learning in other subjects by:
  - updating and improving the stock of ICT equipment in September 2010

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy learning in the large majority of lessons. For example, the task of writing a newspaper report about the experiences of a character in a fiction text captured the Year 5 pupils' interest. They worked very well together and enjoyed interviewing the person taking the character's role. The teacher used questions very effectively and ensured that all pupils knew exactly what they were expected to learn. As a result, they enthused about their learning and made very rapid progress. Pupils with special educational needs and/or disabilities make good progress because high levels of care boost their self-confidence, teaching assistants provide good support in lessons and there is effective targeted provision for particular needs.

Pupils feel free from racism and bullying. They report that isolated incidents are quickly resolved by staff. They know how to stay safe in a variety of contexts, including their use of the internet. Pupils' good healthy lifestyles reflect the school's Healthy Schools Award and Activemark. A particular strength is the way the more thoughtful pupils are taking steps to ensure that pupils from all backgrounds and with different needs feel they are full members of the school community. Pupils respect each other's feelings and religious beliefs, and Year 6 pupils were able to reflect thoughtfully about their own learning when encouraged to do so. Pupils' average literacy and numeracy skills, together with their good personal and teamwork skills, mean they have a sound

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preparation for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Pupils usually make good progress in their lessons because of recent improvements made to teaching. In good lessons, well-structured plans show how the work is matched to the learning needs of different groups of pupils and give clear learning objectives and success criteria. Pupils often use these criteria to assess their own work and the work of other pupils. For example, in the concluding activity of a Year 2 lesson, a pupil said, 'I like my work because I got my target.' There are good activities that help pupils learn in small groups as, for example, when individual groups performed poems to the rest of their class in Year 4.

Good links are made between subjects, such as English and history, and pupils' views have also been used to influence the content of the curriculum. There is good use of partnerships to extend pupils' opportunities, including the links with a local Premiership football club and involvement in a sports partnership. A good range of visits and visitors enriches the curriculum. For example, during the inspection a recent visit to Brighton

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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motivated all Year 2 pupils to write at length. Music is a strength of the curriculum, and pupils and adults sing very well together with a great sense of enjoyment.

All staff work hard to promote the learning, development and well-being of pupils facing challenging circumstances. The progress of these pupils is reviewed frequently. The good systems to encourage regular attendance have reduced the number of pupils who are frequently absent. There is excellent support for pupils and families who face particular difficulties, and this involves working with a range of outside agencies. Small groups are used effectively to nurture pupils who are especially vulnerable. The school has good systems for assessing pupils who arrive during the year, and helping them to quickly start learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher's exceptional leadership, together with the effective work of the new senior leadership team, has helped create a staff team committed to providing high quality care and education. Consequently, a large number of well-planned improvements have been made to many aspects of the school's work in the last two years. For example, an effective range of strategies has been used to improve the quality of teaching and learning in classrooms.

Governors are well informed about the school's strengths and weaknesses, and have a clear vision for its improvement. They are beginning to develop their strategic role. There are good policies and procedures for making sure that pupils are safe. The school is a cohesive community and promotes well pupils' understanding of the life and challenges facing other groups. Pupils know and understand the school's core values. The school makes a good contribution to the local community and pupils have helped establish a local community garden. Links with a school in Caracas are helping pupils in both schools to study the same theme of 'staying safe and staying healthy'. The progress of different groups of pupils is carefully analysed, to ensure they have the same opportunities to succeed as other pupils, as is their participation in different activities. When groups underachieve or are under-represented in activities, the school takes effective remedial action. The school's engagement with parents has improved. During the inspection, for example, Dads' Day involved a wide range of family members attending the celebration assembly and then working with their children in class during the morning.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes, especially in their personal, social and emotional development, reading, writing and calculating. Children cooperate well as, for example, they moved water to a bucket using sections of drainpipe. They discuss with their 'talk partners' well as, for example, when reception children contributed the words they needed to write about their visit to London Zoo. Children soon become independent learners in the Nursery and are sufficiently confident to tackle new tasks and activities. They make good progress because they settle quickly to tasks and sustain their concentration. There are warm, encouraging relationships with adults and a wide range of interesting activities both indoors and outside. Teaching is good and the planned activities motivate and engage children. Occasionally, activities provide insufficient challenge for more able children and adults do not monitor the progress of small groups effectively. Children with special educational needs and/or disabilities are quickly identified and effectively supported.

Good leadership has led to an effective staff team that ensures the children are happy and make good progress. One parent wrote that their child 'feels very happy and secure at Stanford'. There is an accurate understanding of the strengths and weaknesses of provision in the Nursery and Reception classes, linked to careful and effective improvement planning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A very large majority of parents and carers responding to the inspection questionnaire are happy with the school. A small minority expressed concerns that they were not well informed about their children's progress, their children are not making enough progress and the school does not help them support their children's learning. The inspection evidence is that the school takes a good range of steps to keep parents and carers informed about their children's progress, including termly progress reports that are sent home for each pupil. Pupils make good progress although there is some inconsistency in rates of progress between subjects and different year groups. Evidence from the inspection indicates that the school does help parents and carers support their children's learning through, for example, Dad's Day, the target setting meetings in October and class newsletters, although the school's website does not advise about this.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanford Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 408 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	53	25	42	2	3	1	2
The school keeps my child safe	27	45	31	52	0	0	0	0
The school informs me about my child's progress	23	38	23	38	12	20	1	2
My child is making enough progress at this school	21	35	25	42	11	18	1	2
The teaching is good at this school	19	23	33	55	7	12	0	0
The school helps me to support my child's learning	16	27	28	47	12	20	1	2
The school helps my child to have a healthy lifestyle	17	28	36	60	6	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	33	29	48	5	8	1	2
The school meets my child's particular needs	18	30	26	43	15	25	1	2
The school deals effectively with unacceptable behaviour	19	30	29	48	7	12	0	0
The school takes account of my suggestions and concerns	20	33	28	47	9	15	2	3
The school is led and managed effectively	19	32	30	50	6	10	4	7
Overall, I am happy with my child's experience at this school	20	33	30	50	8	13	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 July 2010

Dear Pupils

Inspection of Stanford Primary School, Norbury SW16 5HB

We really enjoyed visiting your school and meeting many of you, the staff and some governors. Thank you for making us so welcome. It was really good to hear and see how much you enjoy singing in assemblies along with the teachers and other staff. We enjoyed the celebration assembly on Dad's Day when many of you received awards. It was very interesting to hear from the school council members and Year 6 that you know your targets for English and mathematics, are thinking about changing the names of the houses to more fully reflect the backgrounds of pupils, and you understand the difficulties that some pupils face at school. We were most impressed by your thoughtfulness, and the confidence and clarity with which you shared your ideas with us.

Your school provides you with a good education. It is good at helping you develop as people as well helping you make good progress in English, mathematics and science where your attainment is average. The headteacher and staff work very hard to improve the care and education you receive. Many improvements have been made in the last two years, including improvements to teaching and assessment. These improvements are helping you to learn more but are not yet consistently good in all classes. We have asked the school to continue working on these improvements so that teaching and assessment are good in every class for each subject.

The school provides you with interesting things to learn and a good range of visits. It was great to see how much Year 2 pupils had enjoyed their visit to Brighton. The school has relatively few computers and these are out of date. The school has plans to buy some new computers and we have asked the school to make sure that this happens. The excellent levels of care and support from staff mean that you feel very safe. As you told us, the school community has clear values that you all know.

You can help the school improve more by making sure you take action when you have read your teachers' comments on your work.

Yours sincerely

Michael Milton Lead inspector

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