

# Stamford Green Primary School

## Inspection report

---

<b>Unique Reference Number</b>	125066
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340710
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Marion Wallace

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	422
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Buckley
<b>Headteacher</b>	Victoria Humphries
<b>Date of previous school inspection</b>	12 September 2006
<b>School address</b>	Christ Church Mount Epsom Surrey KT19 8LU
<b>Telephone number</b>	01372 725383
<b>Fax number</b>	01372 739598
<b>Email address</b>	info@stamford-green.surrey.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	4–5 March 2010
<b>Inspection number</b>	340710

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by four additional inspectors. The vast majority of time was spent looking at learning: 16 teachers were seen, 28 lessons were observed, and meetings were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work and looked at its improvement plan and those of subject departments, minutes of governors' meetings, assessment information and curriculum planning. In addition, pupils' work was scrutinised and 215 parental questionnaires were received and analysed.

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

- the effectiveness of strategies to maintain high standards, progress and achievement throughout the school for all groups of pupils
- the progress made by pupils with special educational needs and/or disabilities throughout the school
- the quality of learning and provision in writing at Key Stage 1 for more-able pupils.

## Information about the school

Stamford Green is a large primary school. Most pupils come from the immediate area and adjoining neighbourhood. The very large majority of pupils are White British. No pupils are at an early stage of learning English as an additional language. The percentage of pupils with special educational needs and/or disabilities is below average with most requiring School Action. The number with a statement of special educational needs is well below average. The proportion of pupils eligible for free school meals is below average. There are two classes in each year group.

A number of staff changes have taken place since the last inspection, including to the senior management team. The current headteacher is retiring at Easter and a permanent headteacher has been appointed for September 2010. At the time of the inspection one senior leader was on maternity leave. The headteacher has returned to for school two days a week after a severe illness and is being supported in her role by a headteacher from a local primary school.

**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

Stamford Green is a good school. It has some outstanding features. Parents and pupils appreciate the good quality care and enjoyable learning opportunities. One pupil summed up the views of the vast majority saying, 'We enjoy school, we like the lessons, the clubs, and the teachers care for us.' The overwhelming majority of parents confirmed that their children enjoyed school and felt that the school kept them very safe. Most were happy with their children's progress. Since the last inspection the overall effectiveness of the school has been maintained.

These are the key strengths of the school.

- The school ethos is warm and welcoming, relationships are good and pupils make good gains in their personal development.
- The provision in the Early Years Foundation Stage is consistently good.
- Pupils' attainment, progress and achievement are good.
- Care, guidance and support are good so pupils behave well and are sensible and enthusiastic learners.
- The quality of teaching is good and pupils develop a positive attitude to their learning.
- The headteacher and senior management team lead the school well and have a clear vision for its future improvement.

These are the key areas for improvement.

- Teachers do not always use assessment rigorously to inform their planning.
- Writing skills are not consistently well developed in Key Stage 1 because handwriting is not always developed well. In addition, the use of too many worksheets limits opportunities for pupils to extend their writing.

Despite recent changes in senior management the school has maintained high standards and quality. The success of the school is due to the effectiveness of the headteacher, governors and senior management team who provide clear educational direction. They lead the school well and this quality is reflected in the strong commitment from all staff to provide each pupil with the best possible education. The school's good organisation, strong shared vision and impressive track record of maintaining high standards over time demonstrate its good capacity to continue moving forward. The systems for evaluating the strengths and weaknesses of the school are effective and contribute to sustaining high standards. Child protection, risk assessment and safeguarding procedures are exceptionally thorough and meet current statutory requirements.

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

**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

- Ensure teachers consistently use assessment information well to inform their planning.
- Ensure consistently good progress in writing in Key Stage 1 by ensuring that:
  - speaking and listening opportunities are consistently developed throughout the school to maximise opportunities for pupils to extend their response to questions
  - basic writing skills are taught well
  - every appropriate opportunity is seized to encourage pupils to develop their writing skills
  - writing skills are used consistently well to enrich other subjects and areas of learning.

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

Pupils enjoy learning because lessons are well organised and good relationships contribute to a positive climate for learning. In a Year 6 mathematics lesson pupils made good progress, working diligently to solve logic problems. Pupils enjoyed discussing possible solutions with a partner. Two pupils shared their effective methods with the whole class, explaining their application and use of mathematical knowledge superbly well. In a modern foreign language lesson pupils made less progress because there was insufficient challenge for different ability groups in a task where they used small video cameras to record each other describing their favourite animal.

Pupils start in Year 1 with standards above the expected levels. The quality of learning has been good over time. By the end of Year 6 pupils' attainment is well above average in English, mathematics and science. More-able pupils achieve well at the higher level in all core subjects. Achievement is good overall, including for those with special educational needs and/or disabilities. At the end of Key Stage 1 attainment is above average in reading, writing and mathematics but broadly average at the higher level in writing. Scrutiny of work indicates weaker progress in writing at Key Stage 1 because key skills have not always been well developed and teachers sometimes miss opportunities for pupils to practise their writing skills.

The school's tracking indicates continual improvement for most groups of pupils in 2010 with the large majority of pupils reaching or exceeding their targets. Examination of pupils' work shows that the quality of work contributes significantly to pupils' future economic well-being. In addition pupils cooperate well, supporting each other in partner and small group activities.

Pupils' good spiritual, moral, social and cultural awareness contributes effectively to the strong sense of community within the school. Relationships are strong and consequently attitudes are positive and behaviour is excellent. Pupils have a good awareness of life in Ghana. The school's promotion of community cohesion is good and pupils have a good awareness of other cultures, ethnicity and religions. They learn to make a strong contribution to their school and global communities, but knowledge of and contribution

**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

to the local and national community are less well developed.

*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>	2
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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Strong relationships and excellent attitudes and behaviour contribute to a positive climate for learning. Teaching and learning over time have led to good achievement. Pupils' books show that teachers generally use assessment information well to plan work which challenges all groups. Teachers use questions effectively to check pupils' knowledge and understanding and pupils enjoy well-planned opportunities to discuss their ideas with others during 'talking partner' sessions. However, where teaching was satisfactory, work was not matched well enough to the abilities of some groups, especially the more able. Teachers give good oral feedback to pupils on how to improve their work and pupils know what they have to do to reach the next step. Pupils with additional needs are well supported by teaching assistants, so they make good progress. The curriculum is well planned. Arts and international weeks coupled with enrichment days such as opportunities to build a Celtic shelter or experience being an evacuee are particularly good features. In addition, some aspects of information and communication

<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.

**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

technology are also good. The strong personal and social education programme assists pupils' good personal development. Three modern languages ' Spanish, German and French ' are taught in different year groups. Pupils enjoy the curriculum and this contributes to pupils' enthusiasm for learning. The wide range of clubs and activities are well attended.

The caring ethos results in happy pupils who enjoy school life. Support for pupils who need additional help is well planned. The school works well with external agencies to support all pupils. The family support worker has established excellent links with parents and pupils who need additional help and consequently the attendance of these pupils has improved significantly. Good support is given to those with special educational needs and/or disabilities. All pupils receive very clear guidance on their behaviour and this is reflected in their outstanding conduct. Induction and transition arrangements are good.

*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>2</b>

**How effective are leadership and management?**

Leaders have a good understanding of the strengths and weaknesses of the school and they communicate ambition effectively. The monitoring of pupils' progress throughout the school is good and highlights any areas of weakness. The senior leaders have managed the long-term absence of the headteacher well, but a small minority of parents are concerned about the impact of constant changes at headteacher level. The supporting headteacher has gained the respect of staff, parents and pupils and he is working skilfully with the headteacher and current acting deputy headteacher to ensure that outcomes for pupils are as good as possible. The senior management team leads the school with competence and compassion; team members are dedicated to making sure pupils achieve well.

The governing body is extremely experienced; governors ably support the staff in their work to improve the school. They challenge the school skilfully to ensure school improvement initiatives are successful and they monitor and evaluate the work of the school effectively. They are very knowledgeable about the school's strengths and weaknesses and are fully aware of their responsibilities in ensuring a smooth transition when the new headteacher joins the school. The governing body has consulted the parents through the parent/ teacher association, email and other methods to seek the parents' views on this transition, although a small minority of parents still have some

**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

concerns about leadership and management of the school. Tracking of progress over time is thorough, and where dips in pupils' progress are identified senior leaders put sensible strategies and interventions in place to promote improvement. Such careful monitoring ensures that all groups have equal opportunities to succeed. Appropriate areas for development to further improve the effectiveness of the school are clearly identified in the school improvement plan.

The promotion of community cohesion is effective because pupils develop a very good understanding of the school and global community, and there are good links with schools in Ghana. Promotion of the local and national community is less well developed. Child protection, risk assessment and all safeguarding procedures and checks on adults are exceptionally robust. Effective partnership links with local schools and support agencies contribute to the school's good provision. The school deploys its resources well, particularly to improve provision for pupils who need extra support and intervention.

*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>1</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 get off to a good start in their learning, particularly in developing their independence and confidence. Staff provide a good range of activities both indoors and outdoors. They challenge children to make choices and to develop their own ideas; for example, children decided to create and make a mini car out of soft play resources. The teacher encouraged them to photograph their model and share it with others. Most children enter Reception with skills and knowledge above those normally expected. They make good gains in all areas of learning. Transition to Year 1 is extremely smooth and



**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

most children enter with skills above the expected level for their age and well above in personal, social and emotional development. Their communication and language skills are well developed through role play. They use their imagination well, effectively allocating roles. For example, in the weather station they talked convincingly about changing weather conditions. They decided who was to be the presenter, which children were the listening audience and who would find the location of New York on the computer. Children make good gains in phonics and are encouraged to develop their reading skills. In writing, however, not enough children attain the highest levels because opportunities to challenge more-able children are sometimes missed. The outdoor learning environment is used well to stimulate learning, and activities excite and interest the children. Teaching is good. All activities are carefully planned with opportunities to learn through activities led by adults and those children choose for themselves. Care and welfare, and induction and transition are good and contribute to children's positive achievement. The provision is well led and managed.

*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**

There were 215 parental questionnaire responses, which is a good response for a school of this size. A very large majority of parents are satisfied with the school. Parents regard the school as a happy place and the vast majority say that children really enjoy attending and that most make good progress. Parents regard the school as caring and supportive and say the school keeps their children safe. They identify strengths of the school as: the activities, the relationships with staff, the good start children receive in Reception and the pupils' enjoyment. The majority of parental criticisms were offered constructively and were mainly concerned with the constant changes at senior teacher level in the last two years. While a very large majority feel the school takes into account parents' suggestions and concerns, a small minority do not feel the school is well led and managed. The major concerns of a small minority were with leadership and management and the overall effectiveness of the school. All issues raised in the questionnaires were discussed with the headteacher. Inspectors agree with the positive views of parents and judge that the school has handled the situation regarding the many recent changes at senior teacher level well, but acknowledge that a few parents are still very concerned about the situation.

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

Ofsted invited all the registered parents and carers of pupils registered at Stamford Green 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 215 completed questionnaires by the end of the on-site inspection. In total, there are 422 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	130	60	79	37	5	2	0	0
The school keeps my child safe	138	64	75	35	1	0	1	0
The school informs me about my child's progress	73	34	125	58	14	7	1	0
My child is making enough progress at this school	81	38	113	53	12	6	4	2
The teaching is good at this school	94	44	112	52	6	3	0	0
The school helps me to support my child's learning	70	33	129	60	11	5	2	1
The school helps my child to have a healthy lifestyle	101	47	104	48	7	3	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)	81	38	100	47	12	6	3	1
The school meets my child's particular needs	80	37	116	54	13	6	1	0
The school deals effectively with unacceptable behaviour	75	35	119	55	15	7	2	1
The school takes account of my suggestions and concerns	59	27	116	54	26	12	4	2
The school is led and managed effectively	58	27	102	47	30	14	15	7
Overall, I am happy with my child's experience at this school	105	49	96	45	11	5	1	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



5 March 2010

Dear Pupils

Inspection of Stamford Green Primary School, Surrey KT19 8LU

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember how extremely polite and considerate you all were. Your World Book Day assembly was also memorable with so many of you confidently telling the story of the Hungry Caterpillar in French to your parents and the rest of the school. You and your parents told us that Stamford Green is a good school and we agree.

These are the things we found that your school does well.

- You get off to a good start in the Reception and make good progress through the school. You reach well above-average standards by the end of Year 6.
- You all enjoy learning very much and your attendance is above average.
- Your behaviour is excellent and you are extremely sensible and know how to keep safe.
- You greatly enjoy and benefit from the many fun activities, clubs, visits and visitors.
- Your school cares for you effectively and teaches you a lot about how to be healthy and care for others. Your playground buddies are very responsible and perform their job well.
- Your school council is well organised and is working well with your teachers to make sure that your school continues to improve.
- Your headteacher, senior teachers and governors lead the school well despite the many changes and all the staff work hard to make sure that Stamford Green is an exciting, fun place to learn.

There are two things we have identified for staff and governors to improve:

- make sure that more of you reach higher standards in writing at Key Stage 1
- make sure that all your teachers use their assessment records carefully when planning work so that you are all challenged as much as possible in all lessons.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future.

Yours sincerely

Marion Wallace

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**