

St Stephen's CofE Primary School

Inspection report

Unique Reference Number	101142
Local Authority	Westminster
Inspection number	354952
Inspection dates	14–15 July 2010
Reporting inspector	Gulshanbir Kayembe

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Reverend Ken Persaud
Headteacher	Paul Voural
Date of previous school inspection	7 July 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 10 lessons taught by eight teachers and held meetings with staff, governors and groups of pupils. The inspection team observed the school's work, and examined pupils' books, their progress records, school improvement plans and a range of school policies, including those for safeguarding and equal opportunities. The questionnaire responses of 36 parents and carers were analysed together with those completed by staff and pupils in Key Stage 2.

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

- whether the school is doing enough to improve standards of writing, especially those of younger boys
- the extent to which the curriculum is tailored to the needs of able pupils and those learning to speak English as an additional language
- the effectiveness of the school's efforts to improve attendance
- the effectiveness of the school's strategies to develop and improve children's early reading and writing skills in the Early Years Foundation Stage.

Information about the school

Pupils in this average sized primary school come from a wide range of minority ethnic backgrounds. A high proportion speak English as an additional language and most begin school with little or no English. About three times as many pupils are known to be eligible for a free school meal as the proportion nationally. The number of pupils with special educational needs and/or disabilities is well above average. Since the start of the summer term, the deputy headteacher has been temporarily in charge of the school in the absence of the headteacher.

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?

3

The school's capacity for sustained improvement

3

Main findings

St Stephen's Church of England Primary School provides a satisfactory education for its pupils who, as a result, make satisfactory progress. A positive ethos coupled with a broad range of enrichment and extra-curricular activities enable pupils to grow into mature, confident and responsible youngsters by the time they have completed their primary education. Behaviour also improves as pupils move up the school due to the school's calming influence and effective behaviour management tactics. In their younger years, pupils, especially boys, are not as well focused, taking longer to settle into work while older pupils concentrate well and often behave impeccably in lessons.

Pupils attain standards that are in line with national averages by the end of Year 6. They make particularly good progress in reading and over the last year, pupils across the school have made consistently good progress in developing their skills in reading and interpreting texts. A focus on mathematics and writing means that pupils' achievements are beginning to improve. However, progress in both areas is uneven, more so in writing than mathematics, and remains broadly satisfactory overall. Boys in particular find writing difficult and their standards of work are often noticeably lower than those of girls.

Teaching is satisfactory. Relationships are good in most lessons and teachers make good use of support staff to help various groups in lessons especially the lower attainers and those with additional needs. However, able pupils are not sufficiently challenged and extended. All pupils have personal literacy and numeracy targets. However, written comments when work is marked do not consistently provide clear and sufficiently focused guidance for pupils about how to improve their work.

Pupils feel safe and know how to look out for themselves. They are well supervised at play and lunch. They develop good eating habits and an enthusiasm for physical activity. The school has worked effectively to improve punctuality to school. Although working hard on attendance, it has not yet achieved the same level of success because its approach with parents has not been systematic or rigorous enough. Hence, the rate of attendance remains below average.

The deputy headteacher provides good leadership and is well supported by other senior staff. In the absence of the headteacher, and in partnership with governors, the local authority and the London Diocesan Board for Schools, she has continued to drive forward the initiatives begun at the start of the year to improve standards and achievement. These are having a positive impact and are beginning to raise standards. Developments in the school's systems for assessing and tracking pupils' progress have significantly increased the school's ability to identify and support underachieving pupils.

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These developments have helped to improve pupils' progress over this year. Initiatives to improve reading have been particularly successful and

What does the school need to do to improve further?

- Improve the attainment and achievement in writing and mathematics by:
 - ensuring that work in lessons is better matched to the needs of more able pupils
 - developing strategies to enable boys, especially those in Years 1 to 3, to improve their writing skills
 - supporting teachers to be more confident in teaching mathematics
 - providing sharply focused feedback to pupils to help them understand how well they are doing and exactly what they need to do to improve their work.
- Raise the levels of attendance by using a staged approach with parents that moves quickly from informal to increasingly formal methods where required.
- Improve the provision in the Early Years Foundation Stage by:
 - improving resources and accommodation to enable children to have good access to a rich range of activities in the outdoor area in Reception
 - providing even more opportunities for developing literacy, especially writing, in the activities available for children.

Outcomes for individuals and groups of pupils

3

Pupils' progress and achievement are satisfactory. The large majority who begin school speaking little or no English make good progress in acquiring the skills to understand and communicate orally. Many take longer to develop the skills to read between the lines and to articulate more complex ideas especially in writing. Their progress often accelerates in Key Stage 2 when they have developed a deeper knowledge of the English language. Pupils with special educational needs and/or disabilities make similar progress as others and receive support to help them access the learning in lessons. There are small variations in the progress made by pupils from different minority ethnic groups, which the school is addressing.

Pupils are enthusiastic in lessons and keen to do well. They learn to be more disciplined as they get older, putting up their hands and listening respectfully to others rather than calling out. Typically, pupils share ideas with one another and engage productively in pair-talk. Their enjoyment is particularly evident when they are given practical work and are actively engaged. However, able pupils often find work relatively easy and, sometimes, complete tasks more quickly than anticipated

Pupils from different cultural, linguistic and religious backgrounds get on well with one another. They are keen to find out about those who are different and learn, as they get older, to satisfy their curiosity with tact and diplomacy. Older pupils talk enthusiastically about the project in Year 5 which culminates in a class presentation on their different

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backgrounds. By the time they are in Year 6, pupils are reflective and thoughtful demonstrating a good ability to deal with moral dilemmas. The philosophy lessons in Years 1 and 5 provide a good foundation for such skills. Behaviour across the school is satisfactory. It is boisterous lower down where pupils have not yet acquired the self-discipline to manage their own behaviour though they respond quickly when reminded by an adult. Behaviour among the oldest pupils is often very good especially in lessons. Given the satisfactory development of basic skills in literacy and numeracy, and their good interpersonal skills by Year 6, pupils are satisfactorily prepared for secondary school despite the attendance issues.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although teaching is satisfactory overall, during the inspection good and outstanding teaching was observed, especially in English lessons. This is because teachers are more confident about their subject knowledge in English than in mathematics. Assessment information is increasingly well used to inform planning. However, the school is further ahead in doing so in English, where teachers often match work well to meet differing

¹ 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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needs especially those of lower and middle attainers. Pupils' work is regularly marked but written feedback does not provide sufficiently sharp and focused comments to help pupils understand how well they have done and what they need to do to improve their work. While most pupils know their targets, they are less sure about the next steps they need to take to make their work better.

The school provides a rich range of extra-curricular activities and visits and visitors. Lessons in philosophy and Spanish boost pupils' wider development. Planning for English and mathematics is now soundly structured to support learning and progress. Support programmes are better, and well developed, for lower attainers than for more able pupils. A curriculum to extend the creative use of cross-curricular skills and enhance literacy, numeracy and information and communication technology in other subjects is beginning to be implemented. There is a greater focus on practical work in science and this is helping to develop pupils' investigative skills but many still find it difficult to explain their results using scientific terminology. Provision for pupils who speak English as an additional language is developing well and teachers consciously use and explain new vocabulary with care and present material visually.

Staff know pupils well. Vulnerable pupils and their families are well supported with good use of external professionals and agencies. However, the school has made less effective use of these to improve attendance. The home?school worker has liaised closely with, and often visited, families where children are not regular attenders. However, the school has realised that it has not followed this up with a more firm and formal next stage when this strategy fails to change habits. Pupils and their parents are given good guidance when starting school and to prepare for secondary education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The leadership of teaching has secured good improvements especially in relation to teaching English. The school's monitoring has helped it to identify key strengths and weaknesses. Checking of lessons tends, at times, to focus more on what teachers are doing than on pupils' learning. Nonetheless, the school uses these checks to identify what needs to be improved and to know, for example, that teachers are less confident in their subject knowledge in mathematics than in English. Literacy and numeracy subject leaders have been involved well in assessing the effectiveness of work in their areas. However, the roles of others are less well developed in this respect. Governors

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provide effective oversight of the school's work through committee meetings and are well informed about development and priorities. However, many are not actively enough involved and some staff are unsure about the contribution they make to the school's work. At the time of the inspection, safeguarding requirements were met. Appropriate health and safety arrangements are in place.

The school monitors well the attainment and participation of different groups. It is aware of, and working to address, the gaps in achievement between different groups. An appropriate plan is in place to support community cohesion especially in relation to developing links with other schools nationally and internationally. The school is a cohesive community with some good links locally such as through the church. Work with Kurdish mums through an interpreter is enabling the school to learn more about their needs so as to advise and guide them on how they can help their children's learning. Reading workshops with parents and carers are also helping to support pupils' learning. The school has yet to fully develop its extended provision though it has good links with the local authority and draws support effectively to help with school improvement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children begin in the Nursery with skills and knowledge that are significantly below age-related expectations, especially the boys. They make satisfactory progress but their attainment, though improving, remains low by the end of Reception. Children develop secure knowledge of letters and letter sounds and their counting skills are often good. Early reading and writing skills are weaker and progress not as good. This is, in part at

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least, because the opportunities for developing these skills are not as well embedded in the day-to-day activities provided, including, at times, the effectiveness of adult interactions. In both the Nursery and Reception opportunities are missed to create an even richer environment for the development of literacy, especially children's early writing. Calculation skills are also weaker but the school is implementing strategies to strengthen these.

The outdoor area in the Reception class is not ideal but is also not well resourced to help children's learning in communication, language and literacy and in mathematical development. The outdoor area in the Nursery provides activities that children enjoy and encourages their talking. Children in Nursery and Reception have good opportunities to move freely between indoor and outdoor areas and to make choices. They learn to share resources and enjoy healthy snacks. Some well-developed and creative activities are provided, especially in the Nursery, such as investigating which materials make a better cushion for eggs when dropped. Children's work is well assessed and this is particularly well used to plan activities that build on children's interests. Teaching is improving and enabling better progress but there is further work to be done to improve children's achievements particularly in aspects of literacy and numeracy. Leadership is, therefore, satisfactory.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Although a small proportion of parents responded to the questionnaire, the parents who did respond are very positive about the school with all but one feeling satisfied or very satisfied with their child's overall experience at school. In particular, they agree that their children enjoy school and are safe. Parents feel well informed about their child's progress and that the school helps their child to have a healthy lifestyle. Inspection evidence supports these positive views of parents. A small number do not feel the school deals effectively with unacceptable behaviour. Inspection evidence indicates that, while some pupils are not always as well behaved and that younger pupils sometimes fall out with one another, the school manages these behaviour issues well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Stephen's Church of England 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	81	6	17	1	3	0	0
The school keeps my child safe	23	64	13	36	0	0	0	0
The school informs me about my child's progress	24	67	12	33	0	0	0	0
My child is making enough progress at this school	21	58	14	39	1	3	0	0
The teaching is good at this school	22	61	13	36	1	3	0	0
The school helps me to support my child's learning	20	56	14	39	2	6	0	0
The school helps my child to have a healthy lifestyle	20	56	15	42	1	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)	18	50	14	39	3	8	0	0
The school meets my child's particular needs	15	4	19	53	2	6	0	0
The school deals effectively with unacceptable behaviour	18	50	11	31	7	19	0	0
The school takes account of my suggestions and concerns	16	44	17	47	2	6	0	0
The school is led and managed effectively	18	50	16	44	2	6	0	0
Overall, I am happy with my child's experience at this school	22	61	13	36	1	3	0	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

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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



19 July 2010

Dear Pupils

Inspection of St Stephen's Church of England Primary School, London W2 5QH

Thank you for making us feel so welcome when we visited your school. We really enjoyed talking to you, being in your lessons and seeing you learning and playing together. Your school is giving you a satisfactory education and helping you to make appropriate progress in your learning.

The school has a number of strengths and these include:

- You enjoy being in school, feel safe there and take part in lots of after-school activities.
- You make good choices that help you to lead a healthy lifestyle.
- The progress you are making in your lessons is improving as the quality of teaching is getting better.
- You get on with those who are different and enjoy finding out about other people's backgrounds.
- By the time children get to Year 6, they are responsible and mature and have good interpersonal skills.
- The deputy headteacher is doing a good job in helping the school to improve.

There are a few things we have asked the school to make better:

- help boys lower down in the school to do better in writing
- make sure that work is not too easy for pupils who can learn fast
- make sure that you all understand how well you have learned in your lessons, and what you need to do next to improve
- work more closely with your parents to improve attendance
- develop the outdoor area in Reception and provide more activities in the Early Years Foundation Stage that help to develop key literacy skills.

You can help by making sure you come to school as regularly as you can and that you ask teachers to give you feedback on how to make your work better.

Yours sincerely

Gulshan Kayembe

Lead inspector

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