

# East Stanley School

## Inspection report

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<b>Unique Reference Number</b>	114026
<b>Local Authority</b>	Durham
<b>Inspection number</b>	357468
<b>Inspection dates</b>	24–25 January 2011
<b>Reporting inspector</b>	Gordon Potter

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Dean
<b>Headteacher</b>	Mrs Joanne Williams
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Chester Road East Stanley, Stanley County Durham DH9 0TN
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 20 lessons, saw nine teachers and held meetings with members of the governing body and staff and spoke to pupils. They observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. They also scrutinised 84 questionnaires returned by parents and carers as well as questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether actions taken by school leaders to improve the quality of teaching and the curriculum are leading to sustainable improvements in attainment and the rates at which pupils make progress.
- Whether the senior leadership team has initiated appropriate strategies to ensure school improvement.
- Whether pupils have a clear understanding of the multicultural make-up of society in the United Kingdom.

## Information about the school

This school is of similar size to others of the same type. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils with a statement of special educational needs is below average. The school has achieved the Activemark and Healthy School status. The headteacher and deputy headteacher have been in post since September 2008.

**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

In this good school, pupils enjoy learning because of good teaching and a highly stimulating curriculum which offers many memorable experiences. The highly effective headteacher, very ably supported by the senior leadership team and an effective governing body, which has supported the school through a period of change, has initiated strategies which have led to improvements in assessment, teaching, the curriculum and the Early Years Foundation Stage. Accordingly, pupils make good progress across the school and attainment is rising, particularly in mathematics and writing and for the most-able pupils. Pupils with special educational needs and/or disabilities make good progress as a result of the caring and effective support they receive. The school has striven to improve attendance. However, it remains average because too many families take holidays during term-time.

Skilful teaching offers pupils many exciting activities which inspire their curiosity and imagination and help them to see the links between subjects. In some lessons, teachers offer too much help, the pace of learning drops and progress slows. All staff provide sensitive care and support, which ensure that pupils work and play well together, are happy and feel safe. Accordingly, pupils are keen to learn, behave well and have good awareness of how to stay fit and healthy. The school has much useful information about pupils' skills and abilities, which it uses well to identify and match work to the learning needs of individual pupils and to measure their progress. Marking is also used effectively to tell pupils how well they have achieved in individual tasks. However, it does not ensure that pupils are always clear about how to improve their work. Average attainment and attendance, allied to good skills in team work and in information and communication technology, and an acute awareness of the world of work, ensure that pupils' development of workplace skills is good.

Pupils have contributed to developments in school and say that the introduction of 'playground friends' and new play equipment has helped to raise their level of enjoyment at break and lunchtimes. They have a strong sense of right and wrong and how to help others. As a result, parents and carers are extremely supportive of the school and how it encourages pupils' social and moral development. Pupils have a good understanding of life in other countries, of different faiths and cultures and of the multicultural make-up of society in the United Kingdom. There are good partnerships with outside agencies to support pupils with a range of complex needs. The school's accurate self-evaluation and its success in achieving improvements demonstrate its good capacity to improve and it provides good value for money.

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

- By the summer of 2012, accelerate pupils' progress further and raise their attainment by:
  - improving the consistency of teaching so that it is all as good as the best teaching in the school, by ensuring that all lessons have a brisk pace and pupils have sufficient opportunities to explore for themselves
  - using marking more effectively to help pupils know exactly how to improve their work.
- Raise attendance further by continuing to work closely with families to help them ensure their children come to school regularly.

## Outcomes for individuals and groups of pupils

2

The extent to which pupils achieve and enjoy their work is good. Pupils are extremely courteous, have good attitudes, form positive relationships and show great keenness to do well in their work. In lessons, they especially enjoy challenging and lively activities, such as making islands to help them plan their writing about quests, filming a re-enactment of the Battle of Bosworth, or doing role-play as the Princess and the Frog Prince.

The skills and abilities with which pupils enter school are typically below those expected for their age. Pupils make good progress to attain standards which are broadly average at the end of Year 6. Well-targeted initiatives have led to increased progress and raised attainment in mathematics and English. Pupils with special educational needs and/or disabilities are well cared for and supported in their learning and they make good progress because their work offers appropriate challenge and interest.

Pupils care for one another very well, have great respect for each other and for the adults in the school, and say they feel extremely safe. They are confident that they know exactly what to do in the event of a concern. Pupils are well aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their enthusiastic involvement in physical education and the high take-up of healthy school meals.

Pupils make an increasingly positive contribution to the school community through the school council. This meets regularly and has played a major role in purchasing and organising playground equipment. Pupils willingly take on roles such as 'playground friends', helping everyone to behave well and feel safe. They support a range of charities and participate in competitions with other local schools and in activities with the local church and care home. Average attendance rates, strong understanding of the issues related to the world of work and confidence in group work mean that pupils are well equipped for their future economic well-being.

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*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>2</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>

<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

## How effective is the provision?

Teachers make learning fun, make it clear to pupils what they will learn and how they will know if they have succeeded. They use questions extremely well to ascertain what pupils already know, encourage them to develop their ideas and check that they have made progress. They employ interactive whiteboard technology well to engage pupils and plan opportunities for pupils to learn through practical activities, including experiments, games and using modern video technology. Occasionally, the pace of learning drops because introductory activities go on too long, teachers offer too much information and pupils are prevented from getting on with tasks, or exploring independently or together. Marking does not always make clear to pupils exactly what they need to do to improve their work.

The curriculum contributes to pupils' good progress by offering a range of memorable activities which help them to see the links between subjects. A remarkable re-creation of the Shambles in York and the making of a mummy and sarcophagus to explore life in Ancient Egypt offer opportunities to develop imagination, creativity and writing skills. There are good procedures to encourage reading. Opportunities for pupils to develop skills in investigative and problem-solving activities in mathematics have had an impact on raising attainment. Well-planned enrichment activities, including visits to theatres, a project to explore a local mining disaster and opportunities to work with writers, help to develop their skills in writing, drama and history. There are many popular extra-curricular

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clubs which help pupils develop their skills in sporting and environmental activities, including karate and the development of the school allotment.

All staff have detailed knowledge about the personal and emotional needs of individual pupils, so that the pupils are well cared for and they develop self-esteem, respect and a sense of responsibility. Key features are the highly sensitive care for pupils with complex learning needs and the way the school works with families most in need to help them support their children's learning. Well-managed practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school.

*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?

The headteacher has had a significant impact on the school. She has determinedly, rigorously and skilfully pursued and implemented strategies that have brought about an improvement in the school's effectiveness. She has established and developed a leadership team which has introduced initiatives that have raised attainment and increased rates of pupils' progress. They have developed effective systems for tracking progress and have developed a highly stimulating curriculum. All staff have clear roles and responsibilities and are accountable for key areas of the curriculum. They welcome these opportunities to contribute to decision-making and the school improvement plan and to advance their own professional development. The governing body has been instrumental in supporting and challenging the school through a period of change, which has involved it in successfully making key appointments.

The school's arrangements for safeguarding pupils are satisfactory, meet government requirements and secure pupils' safety. The school has close links with outside agencies to support the wide range of pupils' individual needs. There is a clear commitment to promoting equal opportunities and to ensuring that discrimination against any group is avoided at all times. The school is proud of its inclusive nature and makes a good contribution to community cohesion. The sense of community in the school is strong and there are well-established links with the local community. There is a strong awareness of life in other countries and pupils' understanding of Great Britain as a diverse, multicultural society is well developed. The school has introduced a range of initiatives to involve parents and carers in their children's learning, including supporting learning at home and regular information about their children.

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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>3</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 have a wide range of ability when they start school but overall their skills on entry to the Reception class are below those expected for their age, especially in communication, language and literacy, writing and calculation. Effective teaching, which is skilfully directed to develop skills in counting, speaking and listening and linking sounds and letters, helps children to make good progress from their starting points. The teachers offer children many challenging activities both indoors and outdoors, in a lively and caring environment and children respond by becoming caring and confident individuals. Children thrive on creative activities such as craft, painting, writing and imaginative play. They particularly enjoy space travel in their rocket, painting balloon 'planets' and tasting astronauts' food.

A range of healthy snacks and drinking water, opportunities for exercise and clear guidelines for hand washing, help children to develop a good understanding of how to stay healthy. Staff ensure that requirements regarding children's safety are met. Observations and assessments are used effectively to support and extend children's learning and identify areas for improvement. The leader of the Early Years Foundation Stage has a very clear understanding of how children learn and develop. She has developed a strong team ethos so that new, rigorously planned initiatives have had an effect on children's progress. There are highly effective partnerships with parents and carers that enable children to settle quickly into the Reception class and allow parents and carers to understand how well their children are progressing, especially through children's learning stories.



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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 minority of parents and carers responded to the questionnaire. The respondents support the school and its leaders extremely strongly with most believing that leadership and management is good. The overwhelming majority believes that their children are safe. Almost all believe that teaching is good and that the school deals well with unacceptable behaviour. A very large majority believes the school encourages children to stay healthy and prepares them well for the future. Most parents and carers believe that the school helps them to support their children at home and takes account of their suggestions and concerns. A very large majority is happy with their children's experience at school and believes their children enjoy school. The inspection reflects the view that these are all positive features of the school. A few parents and carers expressed the view that, while they knew their children's targets, they were not told how well they were progressing towards them during the year. Inspectors discussed this with the school and the school agrees that this is a concern that can be addressed.

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

Ofsted invited all the registered parents and carers of pupils registered at East Stanley 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	50	38	45	2	2	2	2
The school keeps my child safe	44	52	39	46	1	1	0	0
My school informs me about my child's progress	29	35	48	57	7	8	0	0
My child is making enough progress at this school	36	43	41	49	6	7	1	1
The teaching is good at this school	32	38	45	54	5	6	2	2
The school helps me to support my child's learning	20	24	50	60	13	15	0	0
The school helps my child to have a healthy lifestyle	20	24	61	73	2	2	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)	21	25	49	58	4	5	0	0
The school meets my child's particular needs	26	31	50	60	5	6	2	2
The school deals effectively with unacceptable behaviour	22	26	53	63	5	6	2	2
The school takes account of my suggestions and concerns	16	19	57	68	6	7	2	2
The school is led and managed effectively	29	35	44	52	4	5	3	4
Overall, I am happy with my child's experience at this school	38	45	42	50	4	5	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



26 January 2011

Dear Pupils,

**Inspection of East Stanley School, Stanley, DH9 0TN**

On behalf of the inspection team, thank you so much for making us so welcome when we inspected your school.

You go to a good school which is improving rapidly because your teachers know what to do to make it better. The team was impressed by your behaviour, politeness and the great care and respect you have for one another. You take pride in your work and work hard in lessons. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the way they make your lessons exciting. You also enjoy the activities the school provides for you, such as visits and clubs. Your teachers take great care of you and your parents and carers like the school very much.

We have asked your school to improve even more, by:

- helping you to reach even higher standards at the end of Year 6, by making sure that all your lessons are as good as the very best lessons you have
- making sure that marking tells you clearly how to improve your work
- working with your parents and carers to make sure that more of you attend school more regularly.

You can help by continuing to do your best and attending regularly. We wish you every success in the future.

Yours sincerely

Gordon Potter  
Lead inspector

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