

# Stanley Common CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112855
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357208
<b>Inspection dates</b>	4–5 November 2010
<b>Reporting inspector</b>	John Horwood

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	74
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Beardmore
<b>Headteacher</b>	Susan Gillott
<b>Date of previous school inspection</b>	30 April 2008
<b>School address</b>	143 Belper Road Stanley Common, Ilkeston DE7 6FS
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## Introduction

This inspection was carried out by two additional inspectors. They observed 11 lessons and saw five teachers. Meetings were held with groups of staff, representatives of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of staff and governors' meetings, the school development plan, progress monitoring records and school policies. The responses to 43 parental questionnaires were scrutinised.

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

- Are all pupils always sufficiently challenged in lessons so that they make as much progress as possible?
- Within this small school, are responsibilities appropriately distributed amongst staff?

## Information about the school

This is a small primary school where almost all pupils are from White British backgrounds. There are no pupils who have English as an additional language. The percentage of pupils known to be eligible for free school meals is below average. The school has a below average proportion of pupils who have special educational needs and/or disabilities though these cover a wide range. All pupils are taught in mixed-age classes. The Early Years Foundation Stage provision for Reception aged children is provided in a mixed class with Key Stage 1 pupils but they have a separate teacher for four days each week. The headteacher teaches for four days a week. The school has obtained national Healthy Schools Status and been awarded the Activemark.

**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

The school provides a good education. The attainment of pupils at the end of Year 6 is broadly average, representing good progress from their lower than expected starting points. In past years, progress has been greatest in the lower part of the school but pupils now achieve well throughout the school.

Teaching is good, but not consistently so. In a small minority of lessons, progress is no more than satisfactory due to variations in the pace of learning. Marking of pupils' work does not always give advice in how to improve. Nevertheless teachers make good use of assessment systems, work is well matched to pupils' abilities and good support is provided by all adults. This helps to promote very effective relationships between teachers and pupils, resulting in pupils' outstanding behaviour which in turn ensures they feel extremely safe.

The school has equality of opportunity for all pupils at the heart of its work. Pupils with special educational needs and/or disabilities are well provided for. They all make the same progress as other groups because their specific needs are well supported. Good intervention strategies ensure that there are currently no variations in the progress of different groups. There is no evidence of any discrimination and all pupils are able to access the same experiences as they move through the school. The partnership with parents and/or carers is outstanding and the vast majority are very satisfied with all the school provides. A typical comment by a parent was, 'Our daughter would attend school every day if she was allowed to - stimulating teaching and excellent relationships. We are delighted with her progress and are encouraged to support the aims and values of the school.'

Self-evaluation is accurate and leaders at all levels, together with members of the governing body, are fully involved in school improvement. There has been good improvement in all the areas of weakness identified at the previous inspection. This includes the distribution of responsibilities amongst leaders. Whilst this is difficult to achieve formally within such a small school, the headteacher's leadership style has developed a corporate approach with all staff working together. Community cohesion is good within the school and in the local community, and is further developed through the school's international links, but pupils have limited opportunities to meet those from different backgrounds until the upper year groups. The quality of teaching and the curriculum have improved from satisfactory to good in the Early Years Foundation Stage. Leadership and management are good, indicating that the school has a good capacity for sustained improvement.

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

- Raise attainment and improve the quality of teaching by:
  - ensuring that a good pace is maintained throughout lessons, enabling pupils to make consistently good progress
  - making sure that the marking of pupils' work always gives advice on how to improve.
  - Extend the partnership arrangements with other schools to promote greater opportunities for pupils to have direct contact with those from other communities and backgrounds at an earlier stage of their education.

## Outcomes for individuals and groups of pupils

**2**

Attainment on entry has risen in recent years and children currently enter Reception with skills around those expected for their age. Attainment levels throughout the school vary considerably because of the small group sizes and the wide range of abilities. Progress is, however, good for all pupils as they move through the school. In most lessons, pupils are challenged well and, because of the very good relationships that exist, they thoroughly enjoy their learning and achieve well. Many of the lessons are linked to thought-provoking themes such as 'remembrance', where writing topics were linked to history and to the collective worship. Pupils enjoyed a numeracy lesson where they were measured as part of the 'experiment' and then used the data in their own work. The additional support provided for all groups of pupils who need extra help, including those with a wide range of special educational needs and/or disabilities, ensures that all make the same good progress.

Pupils get on very well together and their behaviour is excellent both in and out of lessons, ensuring that all feel very safe, learn successfully and enjoy school. Within lessons the excellent behaviour ensures that there are no interruptions to the flow of learning. Pupils say that any poor behaviour in the playground is very unusual but is always dealt with very quickly. Pupils adopt healthy lifestyles by eating the right foods and participating regularly in sport - reflecting the school's Healthy Schools status and its Activemark. These awards have been achieved in spite of the school not having on-site cooking facilities and very little space for sport. Pupils make a good contribution to the school community by helping in class, being given special jobs, through the school council and by supporting the younger children. In the wider community, they support the local hospice and raise funds to provide gifts and cards for elderly people who attend the local lunch club. They also engage with other children through links with other schools in Britain and overseas. Pupils' spiritual, moral, social and cultural development is good overall, although pupils have limited direct contact with those from other faiths and cultures.

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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>1</b>
<b>Pupils' behaviour</b>	<b>1</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>	2
<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?

Teaching is good, although not uniformly so. In a very small minority of lessons, there is an inconsistent learning pace. In the vast majority of lessons seen the work was well matched to pupils' abilities because the teachers know the pupils so well and make good use of assessment data on pupils' prior attainment. Teachers' planning is good and there are good links between subjects to make lessons relevant and interesting. In most lessons, teachers involve pupils well in the use of interactive white boards during the introductory part of the lesson and make good use of laptops during the group activities. Teachers mark pupils' work regularly and much of the marking includes helpful advice on how to improve.

The curriculum is adapted well to meet the needs of pupils, and also to ensure that it is suitable for the mixed age groups and avoids repetition or omission. There are visits to enrich learning, including to museums and places of worship. Visitors come into school to support a number of activities, such as dance and African drumming workshops. There is good support for the many clubs and activities and pupils spoke with great excitement about the residential weekend at a Derbyshire activity centre. There are opportunities for pupils to learn about world faiths and cultures within the curriculum and some international links are in place.

Care, guidance and support are good. Procedures to promote improved attendance and behaviour are good and have had a significant impact. With the mixed-age classes and the

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family atmosphere, the transition arrangements from class to class are good, enabling pupils to settle quickly. As several pupils said, they all know everyone in the school. All aspects of health and safety are applied well. There are good arrangements to support pupils with specific needs although in a few lessons teaching assistants could be used more effectively during the introductory part of the session.

*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 is well supported by staff and governors in her drive and vision for improving the school further. Improvement is particularly evident in the Early Years Foundation Stage. The governing body ensures all statutory requirements are met and provides good support and challenge to the leadership team. Good monitoring systems ensure that leaders have an accurate view of the school's strengths and weaknesses. The improved use of progress-monitoring systems in the classroom has a positive impact on teaching.

Data on pupils' performance are carefully analysed for any differences in achievement and action taken where necessary. The school's exceptionally good work to promote equal opportunities and avoid discrimination ensures that variations in progress between groups do not exist. Harmonious relationships and pupils' excellent sense of community reflect a school where fairness and equal access to provision are priorities.

Leaders have developed the school as a cohesive community. They have a good knowledge and understanding of the local community. Good progress has been made in developing both local and international links. The evaluation of the impact of actions to promote community cohesion further afield is informal. Parents and carers are extremely satisfied with the school and many come into school to help. They are very involved in decision making through regular questionnaires, feedback comments on reports, termly open evenings and informal discussions. There are excellent systems in place to keep parents up to date about events and how to support their child's learning.

Safeguarding procedures are well developed. All aspects of risk assessment are secure and the required checks on adults who work in school are carried out. The curriculum ensures that pupils understand very well how to keep themselves safe. The school works well with external agencies when necessary to support pupils and has effective procedures for ensuring all staff are well trained in child protection procedures.

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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>1</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>1</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**

The Early Years Foundation Stage at present only has six children on roll but provides well for them. Children in the Reception group started school with attainment in line with national expectations for their age and are making good progress as a result of good teaching. The attainment on entry of previous groups has varied greatly. Staff work as a strong cohesive team with high aspirations and expectations. There is a good focus on learning in every activity and all the play is purposeful and well thought out. Although in a mixed age class, children are taught for much of the time in their own small group. This ensures they all receive close attention at the start of their education and means that their needs are fully met. Following an initial assessment, their progress is monitored well and the findings shared with parents.

Children are exceptionally happy and secure and talk confidently about their activities. They showed real excitement at being able to write the first letter of animal names. The learning in the outdoor area is well linked to the indoor learning, as was seen when children worked with some Year 1 pupils in developing their number skills in an activity where they were train passengers with various parts of the playground used as stations.

The older pupils in the class are good role models and the Reception children quickly get to know school procedures. Class management is highly skilled and results in excellent behaviour. Leadership and teaching have developed well since the last inspection and are now good. There are strong and effective partnerships with parents and carers and the local authority to support the good care provided.

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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

Over half of the parents and carers responded to the questionnaire, with the overwhelming majority saying that they are very happy with all aspects of the school. There were no significant issues raised, although a very small number had individual concerns which were not consistent with other inspection evidence. Several parents and carers wrote individual supportive comments praising the headteacher and all the staff for their hard work and commitment.

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

Ofsted invited all the registered parents and carers of pupils registered at Stanley Common CofE 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	63	16	37	0	0	0	0
The school keeps my child safe	34	79	9	21	0	0	0	0
My school informs me about my child's progress	32	74	11	26	0	0	0	0
My child is making enough progress at this school	29	67	13	30	1	2	0	0
The teaching is good at this school	33	77	9	21	1	2	0	0
The school helps me to support my child's learning	30	70	11	26	2	5	0	0
The school helps my child to have a healthy lifestyle	31	72	12	28	0	0	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)	32	74	10	23	0	0	0	0
The school meets my child's particular needs	31	72	8	19	1	2	0	0
The school deals effectively with unacceptable behaviour	29	67	13	30	1	2	0	0
The school takes account of my suggestions and concerns	26	60	15	35	2	5	0	0
The school is led and managed effectively	35	81	8	19	0	0	0	0
Overall, I am happy with my child's experience at this school	32	74	11	26	0	0	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are 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 and spring terms 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. 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 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.**



8 November 2010

Dear Pupils

**Inspection of Stanley Common CofE Primary School, Ilkeston, DE7 6FS**

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you and talking to you in lessons and around the school. Your school is giving you a good education. You are making good progress in your work and are able to do the things that we usually expect by the time you reach the end of Year 6.

There are many things we admired about your school and these are a few of them.

You are happy and enjoy being at school because the adults look after you well.

Your behaviour is excellent and you all get on extremely well together.

You told us you feel very safe in school.

Your school is well led and managed and the teaching is good.

There is an excellent partnership between the school and your parents/carers.

The school ensures you all make the same good progress and have the same opportunities.

There are a few things we have asked your school to do to make it even better. They are:

- to raise attainment by ensuring a consistently good pace of learning in all lessons enables you to make good progress throughout the school
- when teachers mark your work to always give you advice on how to improve
- to give you more opportunities to meet people from different backgrounds during the earlier stages of your education.

You can help by continuing to work hard.

Yours sincerely

John Horwood

Lead inspector

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