

Stanstead Nursery and Primary School

Inspection report

Unique Reference Number	122508
Local Authority	Nottingham
Inspection number	359260
Inspection dates	14–15 September 2010
Reporting inspector	Susan Lewis

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	The governing body
Chair	Mrs Julie Poole
Headteacher	Mrs Patricia Vladev
Date of previous school inspection	2 July 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons and saw all teachers, as well as teaching assistants working with pupils. They held meetings with groups of pupils, parents, governors and staff. They observed the school's work, and looked at the data the school has collected about pupils' attainment and progress, procedures for keeping pupils safe, school improvement planning and 61 questionnaire responses from parents, as well as 88 completed by pupils and staff. An onsite breakfast and after school club is managed by the school and was inspected as part of the inspection.

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

- The progress of different groups of pupils in English, mathematics and science.
- The impact of the new initiatives the school has put in place to raise attainment particularly in writing and mathematics.
- The effectiveness of the leadership at all levels in improving achievement.

Information about the school

Stanstead nursery and primary school is a smaller than average primary school situated on the edge of Nottingham. The proportion of pupils identified as having special educational needs and/or disabilities is above the national average and in some year groups is as high as 40%. The school welcomes pupils from the Traveller community and many return there each year. The percentage of pupils eligible for free school meals is slightly above that of other schools. The proportion of those from a minority ethnic background is low.

Since the last inspection there has been considerable turbulence in staffing and almost all teaching staff are new. The leadership team and the governing body have also changed considerably. The school has a number of awards such as Investors in People, Gold Healthy Schools Award and Active Mark.

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

2

Main findings

Parents say this is a happy and safe school that their children love to come to. They also comment on the 'vast improvements' made recently. Stanstead Nursery and Primary school is a satisfactory school. It is, however, rapidly improving. Everyone is proud to work at this school and is determined to make sure that all pupils reach their potential. The headteacher knows the school well and has led it strongly through difficult times, managing to keep it on track so that the initiatives introduced since the last inspection are paying off. She has recruited a strong leadership and middle management team, who are driving improvement forward at a faster pace. New teaching staff have quickly settled in and have parents' and children's confidence. Senior leaders' self-evaluation is rigorous and underpinned by careful analysis of data and monitoring of the school's work. Governors are well informed, understand the next steps for the school and play their part well in driving the school forward. All this and the improving standards mean that the school's capacity to improve further is good.

Standards have been below average in recent years and the school is working hard to raise attainment. Senior leaders have introduced robust tracking and monitoring practices. Inspectors' observations and analysis of data confirm all year groups are on track to achieve levels in 2011 similar to or above those of others of their age in English, mathematics and science. This is from starting points on entry that are generally slightly below those expected. Pupils' achievement is therefore satisfactory overall. Progress is satisfactory because, although the majority of pupils make good progress, a minority do not, particularly in Key Stage 2. Carefully targeted support and effective whole school initiatives, such as those in writing and mathematics, mean progress is accelerating for these pupils. Pupils with special educational needs and/or disabilities make satisfactory but accelerating progress. In the Early Years Foundation Stage progress is consistently good and the provision is a strength of the school. Here detailed assessment, a strong curriculum and good teaching set the children up well for their later learning. This improved early achievement is laying firm foundations for improving outcomes overall in the school.

Teaching is satisfactory overall. However, its quality varies from satisfactory to outstanding. The most effective teachers use questioning well to engage and challenge pupils, match the work to the needs of different groups and use marking to help pupils to understand how they are progressing towards their targets. However in some lessons the pace is too slow or too fast and the work too hard for some or too easy for others. This is because not all teachers are skilled in using the data they have to plan appropriate work for all groups in all lessons that take account of pupils' targets. Similarly not all teachers refer to pupils' targets in lessons and not all work is marked in ways that help pupils understand what they need to do next in their learning.

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Care, support and guidance is good. This is a highly inclusive school which thinks carefully about how to include everyone, demonstrated in the way the school works with Traveller families and their children to ensure that the best use is made of the time they are at the school. The school works well with families and with agencies to secure pupils' wellbeing and achievement.

What does the school need to do to improve further?

- Raise attainment and ensure all pupils make at least good progress from their starting points by ensuring that:
 - all teachers make effective use of the data about pupils' levels in providing for their next steps of learning in all lessons
 - pupils understand these next steps and how well they are doing towards them.
- Ensure that all teaching is consistently of a good or better standard by:
 - training teachers to plan and deliver tasks that are sufficiently varied and challenging for all groups
 - enabling teachers to use effective questioning and feedback strategies to extend and check on pupils' learning during lessons
 - extending the good marking practice in some subjects and by some teachers so that is used consistently by all.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The foundations for reading, writing and mathematical understanding are well laid in the Early Years Foundation Stage and Key Stage 1. For example children's mathematical and writing skills are improving well because of the wider range of opportunities they have to apply their skills. The Year 2 teacher assessment in 2010 shows attainment was above the national averages last year in English, mathematics and science, because teaching supports pupils' learning in these subjects. Well targeted support for English and mathematics is accelerating progress and raising standards in Key Stage 2. Pupils with special educational needs and/or disabilities and those of Traveller heritage make satisfactory progress overall, because of such targeted support. A few make good progress particularly in their reading and writing.

In lessons observed during the inspection it is clear that whole school approaches to teaching about letters and sounds (phonics) and guiding reading have improved the different ways pupils approach their reading of new words and try to spell more independently. Pupils' investigative skills in science are developing well. Pupils enjoy their lessons which they say are fun. Paired and group work and initiatives such as 'talking partners' develop pupils' confidence in speaking and listening and enhance their social skills well. Pupils' understanding of the traditions and life styles of others is developing well.

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Pupils have a good understanding of how to live healthy life styles and to keep safe. The ethos of mutual respect, care and concern for each other is evident in pupils' behaviour which is good and sometimes exemplary. They make a good contribution to school life and the broader community and are being soundly prepared for life beyond school. Attendance is broadly average. The school is working hard to improve the attendance of the few persistent non attenders and attendance was higher last term.

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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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 satisfactory overall because it still has some inconsistencies, particularly in lessons other than English and mathematics, in the challenge of the work provided and the ways in which teachers give pupils feedback on how well they are doing. Most teachers plan lessons that will interest and engage pupils and their management of behaviour is generally good. Whole school training in writing has been effective and these subjects are now taught well and the work is almost always interesting and well matched to the next steps of learning for each pupil. The support provided by teaching assistants is satisfactory. Not all of them have been trained yet in all the initiatives they are supporting, for example, linking sounds and letters. The satisfactory curriculum has appropriate emphases to support pupils' moving forward in key skills. The themed curriculum excites the pupils and is enriched by a number of in-school and after-school clubs. It has recently been reviewed and the new planning for curricular links to English and mathematics is still

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being developed. A good range of motivating topics is planned and all the required areas are covered. Good partnership links with other schools and the local authority advisers enrich the curriculum and the learning of pupils further. Staff in the breakfast and after school club liaise well with class teachers and provide a range of activities that are linked carefully into the themed curriculum. The pastoral care provided successfully supports the most vulnerable pupils. The school quickly identifies underachievement and pupils with special educational needs and works well with families and others to ensure their needs are met. The work of the family support worker is strengthening links with families including Traveller families.

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	2

How effective are leadership and management?

The headteacher has high aspirations for the school and has led it effectively through a very difficult time of staff mobility and change. She has a united and able leadership and management team at all levels, who are tackling their relatively new responsibilities with vigour and commitment. Much has been achieved, particularly in the last year as staffing has stabilised and new structures and systems have been put into place for rigorously analysing the work of the school. As a result progress is accelerating and particularly in those areas where the school has introduced initiatives such as the 'Big Write'. Governors think carefully about their roles and responsibilities and bring a good range of skills to their work. They work hard to tackle discrimination and make sure everyone has the same opportunities and that gaps in pupils' achievements are closing. All statutory responsibilities are fulfilled. The school's self-evaluation is rigorous and has already identified next steps in line with inspection findings. Safeguarding is good, with strong risk assessments, good support systems for pupils and all national guidance followed and checks rigorously pursued. Its work to support community cohesion is similarly good. A good range of activities promote pupils' understanding of different communities and their values well, with strong local, national and international connections.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The provision in the Early Years Foundation Stage is a strength of the school. Further improvements have been made since the last inspection to the outdoor learning environment, to tracking and assessment systems and to approaches to sounds, letters and early mathematical development. These and the good teaching mean that children make good progress in the Early Years Foundation Stage. All welfare and health requirements are met. Staff display a high level of concern for children from the moment they first visit the Nursery and good settling in arrangements are in place both for entry and to help children to transfer to Year 1. Staff in the breakfast and after school club make a good contribution to children's learning by planning closely with staff. The Foundation Unit manager and her staff have a good understanding of children's learning and development needs and succeed in exciting their curiosity as well as establishing good learning habits. Work with parents is strong and developing further so that they become even more involved in their child's learning. The provision is well led and some aspects, such as the monitoring of developments and the manager's understanding of what needs to be done, are exceptional.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	2

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Stage

Views of parents and carers

The very large majority of parents and carers are positive about all aspects of the school's work and the improvements that it is making. They say their child really enjoys school and is kept very safe. A few would like to be more involved in their child's learning or are concerned about behaviour. Inspectors agree that the school has many positive aspects and is improving. Although the school does work closely with parents and this is generally good, it has plans to develop this even further. Behaviour was found to be good during the inspection and well managed by the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanstead Nursery and 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	59	24	39	1	2	0	0
The school keeps my child safe	35	57	24	39	1	2	0	0
My school informs me about my child's progress	22	36	33	54	6	10	0	0
My child is making enough progress at this school	36	59	20	33	4	7	0	0
The teaching is good at this school	37	61	23	38	0	0	0	0
The school helps me to support my child's learning	24	39	28	46	7	11	1	2
The school helps my child to have a healthy lifestyle	23	38	36	59	1	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)	36	59	19	31	1	2	0	0
The school meets my child's particular needs	32	52	25	41	3	5	0	0
The school deals effectively with unacceptable behaviour	26	43	27	44	6	10	1	2
The school takes account of my suggestions and concerns	26	43	26	43	3	5	1	2
The school is led and managed effectively	34	56	22	36	0	0	2	3
Overall, I am happy with my child's experience at this school	34	56	21	34	4	7	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). 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">■ 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 pupils' 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.



16 September 2010

Dear Pupils

Inspection of Stanstead Nursery and Primary School, Nottingham, NG5 5BL

Thank you for making us so welcome when we came to inspect your school recently. We really enjoyed our time at the school, talking with you and watching you work. We were pleased to hear that you like coming to school and how much you felt it was helping you to learn. It was also good to hear how much you feel the school has improved recently and the different things that you enjoy, including your new afternoon curriculum and Spanish.

We think that Stanstead is a satisfactory school but that it is improving quickly because of all the different things that have been introduced. You get off to a good start in the Nursery and Key Stage 1 classes. The extra phonics, mathematics and writing work in Key Stage 2 is helping you all to make faster progress than some of you did in the past.

We have asked your teachers to concentrate on two things.

To look at the way lessons are taught so that they are sure everybody has work that will help you learn the most and reach higher standards and achieve your targets.

To use the way they ask questions and mark your work to help you to learn and challenge you to think about it even more.

With best wishes for the future

Yours sincerely

Susan Lewis

Lead inspector

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