

Stanley Road Primary School

Inspection report

Unique Reference Number	116759
Local Authority	Worcestershire
Inspection number	358022
Inspection dates	1–2 December 2010
Reporting inspector	Clive 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	275
Appropriate authority	The governing body
Chair	Norman Tomsett
Headteacher	Anne Potter
Date of previous school inspection	13 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 11 teachers and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Inspectors analysed questionnaires from 27 parents and carers, 92 pupils and 14 staff.

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

- To what degree is the quality of teaching and learning consistent across the school?
- What are the quality and rigour of the school's new tracking and assessment systems?
- What impact do subject managers and curriculum coordinators have on improving teaching and learning?

Information about the school

Stanley Road is a larger than average primary school. Pupil mobility is very high and significantly more children than average leave or join the school midway through their primary education as families move in and out of the area. Two-thirds of pupils come from minority ethnic groups, and the majority of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is also above average. There is a separately managed Children's Centre on site. This will be the subject of a separate Ofsted inspection. The school has gained the Activemark Gold, the Artsmark Gold and the International Eco Schools awards.

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

Stanley Road is a good school. The headteacher, strongly supported by the senior leadership team, provides a clear sense of direction, which is linked well to school improvement. Parents and carers are very supportive of the school. One commented, 'I think the school has a very good team of teachers who try their very best for the pupils in their care.' Children get off to a good start in the Early Years Foundation Stage and make good progress. However, only a small minority of pupils start their education in the Early Years Foundation Stage and stay until Year 6. A large proportion of pupils with special educational needs and/or disabilities and a significant proportion of pupils who speak English as an additional language join the school during Key Stage 2, and because of this overall attainment by the end of Key Stage 2 is below average. Pupils who arrive midway through their primary education, often from outside the United Kingdom, are welcomed into the school, settle quickly and make friends, and make good progress. However, school data show clearly that those pupils who joined in the Early Years Foundation Stage with English as an additional language and remained through to Year 6 made outstanding progress during their time in the school.

Arrangements for the evaluation and monitoring of teaching and learning are good and the overall quality of teaching is good as a result. However, in a small proportion of the lessons observed the pace of learning was inconsistent and the most able pupils were not always fully challenged. Pupils' personal development is good. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically. However, this is not yet fully reflected in the overall level of attendance, which is only broadly average. Attendance over the last few years has been low but the school has worked very hard, and with some recent success, to reduce the number of extended absences by pupils. These gains are not yet fully embedded. Pupils represent a wide range of different ethnic groups, and get on very well with one another. They have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit in the school's ethos and this is reflected in pupils' good behaviour. This in turn has a very positive effect on the good progress pupils make in most lessons.

The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Pastoral care is outstanding and there is a comprehensive awareness of safeguarding issues among the governing body and staff at all levels. The school places the promotion of equality of opportunity at the heart of its work and its aspirations are understood and acted upon consistently at all levels. Pupils' progress is tracked carefully and data analysed rigorously to ensure any pupil falling behind is identified quickly so that support can be provided. The school is highly committed to working in partnership with others. It has very good links with the local community and organisations, and has plans to develop further ties with groups further afield in this country and overseas. Staff have a good understanding of how

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well the school is doing and what needs to be done next. The school has improved well since the last inspection and has a good capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Raise standards in reading, writing and mathematics at Key Stage 2 by ensuring that:
 - lessons maintain a consistently brisk pace
 - planning of lesson activities always makes good use of information on pupils' individual attainment levels so that all groups, but especially the most able pupils, are consistently challenged to make good progress.
- Build on the work already done to improve attendance by working closely with all parents and carers, stressing the importance of regular attendance.

Outcomes for individuals and groups of pupils

2

The quality of learning seen in lessons was typically good overall; all groups of pupils achieve well overall. However, children who start school in the Early Years Foundation Stage join with attainment that is particularly low, and the very high mobility of pupils has an increasing impact on attainment in Years 3 to 6. As a result it is still low by the end of Year 6. Only 10 out of the 27 pupils who were in Year 6 last year had started their education in the school during Key Stage 2. The school's data demonstrate clearly that these 10 pupils made outstanding progress. The large majority of these pupils were those who arrived in school with English as an additional language. A few of the pupils were those with special educational needs. They achieved in line with nationally expected standards for Year 6, this representing excellent gains in their knowledge, skills and understanding. The lessons observed and work in books confirms a picture of good progress. In one particularly effective literacy lesson, the teacher motivated pupils very well and skilfully used questioning to gauge and extend their learning. Progress was further consolidated by good teamwork with a skilled teaching assistant who supported less able pupils well and challenged the more able pupils to do more, with the result that all pupils made good progress in the lesson. This is not always the case for the most able pupils. Those with special educational needs and/or disabilities make good progress because of the effective support provided by class teachers, teaching assistants and outside specialists.

Pupils say they enjoy coming to school but attendance remains only broadly in line with national averages despite the school's rigorous systems to encourage punctuality and full attendance. Pupils understand what constitutes an unsafe situation and are confident that any issues they raise will be dealt with promptly and effectively by the school. As one pupil said, 'The staff are always kind.' Although the school caters for a number of pupils with significant behavioural difficulties, it has very good systems and strategies to support these pupils and their good behaviour makes a strong contribution to the good progress they make in most lessons. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They take on responsibility and play a constructive role in the school and, through the school council, have had some influence on decisions about school life. Pupils' spiritual,

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moral, social and cultural development is good. One pupil commented, 'It's nice to have people from so many different countries because it makes the school interesting.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	4
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
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?

The teaching in the great majority of lessons observed was good. Teachers demonstrate good subject knowledge. They ensure classroom routines are made clear and regularly reinforced so that learning takes place in a well-structured environment in which all pupils can contribute. Learning intentions are made clear at the beginning of each lesson and, as a result, pupils know precisely what it is that they are expected to do. Teachers are developing a better understanding of the progress the pupils in their care are making due to the regular analysis of assessment and tracking data throughout the school year. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning, especially that of individual pupils with additional learning and behavioural needs. However, in a small number of otherwise satisfactory lessons, the pace of learning is inconsistent and work is not always sufficiently challenging for the most able pupils. The marking of pupils' books is up to date and thorough, although it does not consistently inform pupils about how they can improve their work.

The curriculum has been improved recently by a move towards more cross-curricular themes, and pupils told inspectors that they liked their new lessons. They include a strong focus on developing pupils' phonic and writing skills. Pupils are provided with a good range

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of enrichment opportunities to develop new skills and interests. These include well-attended after-school clubs, with sports activities taught by professional coaches. Collaboration with other schools further enriches the curriculum and has helped the school gain the Activemark.

The school makes excellent arrangements for the care of all pupils, including those with special educational needs and/or disabilities. These contribute to pupils' good personal development and well-being, and support their learning very effectively. Good transition arrangements ensure pupils move confidently between key stages and on to their next school. Effective support mechanisms for pupils who are particularly vulnerable or who have complex learning needs ensure they receive well-targeted support, and the school reaches out to make sure that parents and carers and relevant outside agencies are fully involved. Parents and carers, children and staff agree that the school is an extremely safe and caring environment.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leaders demonstrate strong drive and ambition, firmly focused on securing improvement. Since the last inspection, the headteacher has secured clear improvements. Performance management targets, drawn from the outcomes of regular monitoring, have resulted in improvements in teaching, and assessment systems have been further refined and are easier for teachers to access and interpret. Consequently, the school is able to identify potential underachievement more rapidly and target ways to bring about improvement quickly. Staff are strongly motivated and have a clear sense of direction. Teamwork is promoted strongly and is reflected in the school's well-focused improvement plan.

The governing body have a satisfactory overview of the school's work and future priorities, and fulfil their roles appropriately. The school has a positive relationship with parents and carers, regularly asking for their views and acting on the responses. Very good links with local schools and community organisations provide experiences the school cannot offer and these contribute well to improvements in pupils' achievement, well-being and development. This fully inclusive school works effectively to remove barriers to learning and does not tolerate discrimination. Where there are minor variations in achievement, the school acts promptly to adjust the curriculum to narrow the gap. The school has good safeguarding procedures that reflect recommended good practice across all areas of its work and meet government requirements. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a good

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contribution to community cohesion through its excellent local links, and as a result of an audit of provision it is developing links with a number of schools working in different circumstances around the United Kingdom and overseas.

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	3
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	2

Early Years Foundation Stage

Children in the Nursery and Reception classes clearly enjoy school and have settled into the routines well, playing happily together and individually. They undertake a variety of whole-class and group activities and, in most cases, cooperate well when working with others. They delight in learning and seeing new things, and make good progress in developing their skills and knowledge across a wide range of areas. Attainment when children enter the Early Years Foundation Stage is well below the levels expected nationally. Children make good progress across all the areas of learning in both Nursery and Reception, particularly in their communication and language skills, but their overall attainment remains below average when they enter Year 1.

There are very good relationships with parents and carers through daily contact at the start and end of each day. Pastoral care and welfare arrangements are very effective. Consequently, children are safe, well cared for, and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well supported and are integrated well into all activities. A strong emphasis is placed on developing children's language and communication skills at every opportunity. Provision for the outdoor curriculum is good. Children have free access to a large, secure outdoor area with a good range of free-choice and adult-led activities and a 'Forest School' area which they visit regularly. This allows children to explore things with purpose and challenge and supports the development of their independent learning skills.

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Leadership of the Early Years Foundation Stage is effective and provides clear direction for the team. Adults have a good knowledge of the learning, development and welfare requirements for the youngest children. There are good systems for the long-term assessment and tracking of children's progress and planning builds securely on teachers' accurate assessments of children's needs. All staff monitor and record children's progress on a day-to-day basis effectively and observations and achievements are recorded in children's individual profiles.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

The percentage of parents and carers who responded to the parental questionnaire was well below the national average for primary schools. However, almost all of those who did respond expressed very positive views and declared themselves, overall, very happy with the school. A small number of parents and carers were of the opinion that the school does not take sufficient account of their suggestions. The inspectors investigated this carefully but found that the school has good relationships with parents and carers, and responds appropriately to their suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanley Road 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	70	7	26	1	4	0	0
The school keeps my child safe	17	63	10	37	0	0	0	0
My school informs me about my child's progress	7	26	20	74	0	0	0	0
My child is making enough progress at this school	9	33	16	59	0	0	0	0
The teaching is good at this school	13	48	14	52	0	0	0	0
The school helps me to support my child's learning	8	30	17	63	0	0	0	0
The school helps my child to have a healthy lifestyle	12	44	15	56	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)	11	41	15	56	0	0	0	0
The school meets my child's particular needs	8	30	19	70	0	0	0	0
The school deals effectively with unacceptable behaviour	9	33	18	67	0	0	0	0
The school takes account of my suggestions and concerns	7	26	16	59	3	11	0	0
The school is led and managed effectively	7	26	20	74	0	0	0	0
Overall, I am happy with my child's experience at this school	12	44	15	56	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). 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.



3 December 2010

Dear Pupils

Inspection of Stanley Road Primary School, Worcester, WR5 1BD

Thank you for welcoming the inspectors to your school and for talking to us about what you do there. Stanley Road is a good school. Those who lead your school do so well and all the adults take exceptionally good care of you. It was good to see that you clearly enjoy school and that you have a good understanding of how to keep safe and how important it is to eat healthily and take regular exercise. It is to your credit that you behave well, and get on well with each other and with all the staff. This ensures you all make good progress. Teachers work hard to help you to learn and to make sure you enjoy being at school. However, although your standards in reading, writing and mathematics are clearly improving, I have asked the school to make them even better by ensuring that:

- teachers always make good use of their knowledge about what each of you can do to plan work to match your abilities, and in particular to make sure that work is not too easy
- more of you attend school regularly and on time.

Attendance is one area where it is really up to you and your parents and carers to help the school to do better. You can all help standards to rise by always doing your best and making sure you know your targets.

I wish you well for the future.

Yours sincerely

Clive Lewis

Lead inspector

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