

Stanningley Primary School

Inspection report

Unique Reference Number	107966
Local Authority	Leeds
Inspection number	356274
Inspection dates	10–11 March 2011
Reporting inspector	Sarah Quinn

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	254
Appropriate authority	The governing body
Chair	Mrs Jennifer Kerry
Headteacher	Mrs Jackie Reid
Date of previous school inspection	23 January 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and 8 teachers. The inspectors held meetings with groups of pupils, staff, governors and the School Improvement Partner; they also spoke informally with some parents and carers. They observed the school's work, and looked at a range of documentation relating to pupils' attainment and progress, the curriculum and school management, and safeguarding (how the school cares for and protects pupils). They also took into account the views expressed in questionnaires returned by 112 pupils, 21 staff and 95 parents and carers.

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

- The evidence that the school's promotion of equality is helping to close gaps between the performances of different groups of pupils like those with special educational needs and/or disabilities.
- The current attainment and rate of progress pupils are making in Key Stage 2.
- The provision, including teaching and the curriculum, to promote attainment in mathematics and of different groups.
- The effectiveness of leaders and managers and the capacity for the school to improve further, particularly in mathematics and Key Stage 2.

Information about the school

Stanningley is a larger than average-sized primary school. The proportion of pupils known to be entitled to free school meals is above average. There are well below average numbers of pupils from minority ethnic backgrounds or who speak English as an additional language. The proportion of pupils that have special educational needs and/or disabilities is below average; a below average proportion have a statement of special educational needs and/or disabilities. The school holds the Inclusion Chartermark, Advanced Healthy School, Active Mark and Stephen Lawrence Education Standard Level 2. The school is a leader in Webster Stratton Teacher Classroom Management techniques.

There have been significant staffing changes throughout the school in the last two years with the appointment of five new staff members, a new deputy headteacher and assistant headteacher. There has also been refurbishment of existing buildings and a new Key Stage 2 building. The school operates its own breakfast club.

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

Stanningley Primary School is a good school. It has many unique features and many strengths. A particular strength is the school's management of behaviour which is exemplary leading to a calm and orderly school. All adults at the school believe that the key to successful outcomes is a positive attitude to learning. The outcome of this is seen in pupils' rising self-esteem and ability to accept responsibility for their own actions. Pupils have a superb understanding of what it means to be healthy and they make a fantastic contribution to the community. Attendance is high because pupils enjoy school and procedures to promote attendance are rigorous. Outstanding care, guidance and support enable the school to identify and support individual children and families. This support also helps children to achieve well from mainly low, and some times very low, starting points.

Teaching is good overall but there is some variety in the quality between classes. Teachers are reflective and carefully assess the impact of the strategies that they employ, particularly in relation to learning and teaching. In the stronger lessons pupils make better progress. Where pupils are not challenged, particularly the more able, and the pace is slow, learning is not as good and pupils lose interest. Attainment in mathematics, although average, has historically been lower than English attainment. The school is tackling this in a number of ways, most notably with their own mathematics curriculum which is enabling teachers to 'plug the gaps' in pupils' understanding of basic strategies. This is very new and the impact is not yet evident.

Leaders and managers have a clear vision that is shared at all levels by all staff. They are a leading school in the area for the promotion of positive behaviour management techniques. They demonstrate an excellent understanding of their context in the community and have many strategies for benefiting the community and also gaining from the community. A range of excellent partnerships support pupils' learning and well-being, especially pupils living in particularly challenging circumstances, or who have backgrounds which may make them vulnerable. The school keeps pupils safe and secure, giving them knowledge and understanding to enable them to begin to assess risk for themselves. Staff at all levels contribute to the self-evaluation of the school and there is a commitment to improvement in all aspects of the school's work. Improvement since the previous inspection is good. Therefore, the school has a good capacity to improve.

What does the school need to do to improve further?

- Improve the consistency of teaching across all classes and in all subjects by:
- – ensuring that the pace of learning is always brisk enough to ensure pupils are interested and engaged in all lessons

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- – ensuring that more-able pupils are challenged consistently especially in mathematics.
- Improve attainment in mathematics by embedding the school's curriculum to ensure that basic mathematics skills are secure.

Outcomes for individuals and groups of pupils

2

The promotion of pupils' personal development has a clear impact on learning in lessons. Pupils work well together, give full attention to teachers and show great pride in their work. They make good progress and attainment is average at the end of Key Stage 2. A strength in the school is the rising attainment in reading and writing. The school is now turning the spotlight on accelerating progress, especially of the more-able pupils, in mathematics. Pupils with special educational needs and/or disabilities, and those who are vulnerable due to their circumstance make good and occasionally excellent progress because of highly-tuned intervention techniques.

Pupils throughout the whole school have excellent knowledge and understanding of what constitutes a healthy lifestyle and share this with others, offering guidance and support. They are proud to be taking part in the 'Change for Life' programme and ensure their parents and carers are involved too. They report that they feel safe and give examples such as the 'new blue fencing' as something that the school has done to help them to feel secure.

Enjoyment is obvious through the school and pupils help each other in lessons and around the school, laughing and playing very well together. The atmosphere is happy and supportive and attendance is high. Behaviour on the playground and at lunchtime is exemplary. This is a testament to the efforts put in by the staff in giving the children the skills they need to self-regulate and to check each other's behaviour.

Pupils thoroughly enjoy being part of their community and recognise the importance of taking on responsibilities to support the running of the school. They are very proud to be members of the school council, ECO committee or to be a playground 'problem solver'. They are mature and recognise that without these roles, the school would not function as well as it does and this adds to their feeling of being valued.

Pupils acquire a range of skills for the future, not only in literacy, numeracy and information and communication technology (ICT), but in working together, co-operating and sustaining a worthwhile community. They develop a good moral and social understanding and have opportunities to reflect and support each other. They learn about the world around them through their links with Malawi and also through community and curriculum activities.

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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	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
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
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?

Although overall teaching is good it is variable across the school. In the better lessons, the pace is brisk and children are attentive and excited to learn. This was observed when pupils wrote a non-chronological report about Emperor penguins. The lesson was well-paced and tasks were challenging leading to effective learning. Pupils work well in groups because they are taught the necessary skills of sharing and co-operating with others. This was evident in mathematics where pupils enjoyed a game that extended their skills of division with competition increased as they had to work against the clock. Teachers plan diligently especially to meet the needs of the pupils with special educational needs and/or disabilities and those who are vulnerable due to their circumstance. In lessons where the pace is slow, or there is no challenge for more-able pupils, they become disengaged and learning is not secure. Teachers assess pupils' understanding during lessons and marking correctly identifies what pupils can do and what they need to do next.

The school provides a well-balanced, skills-based curriculum. Teachers evaluate their teaching styles and review what works well and what needs improvement. As a consequence of this reflective practice, they have redesigned the mathematics curriculum to give more focus to the skills pupils need to apply mathematics to everyday problems. However, this curriculum is very new and the full impact is not yet evident. The wider curriculum includes a range of visits and visitors to enrich children's experiences. Pupils enjoy after school clubs like rugby and African dance and these are attended well.

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Outstanding care, guidance and support are offered to each individual child. The whole ethos of the school is built around giving pupils an attitude to learning to enable them to access the lessons and to make the best progress they can possibly make. Pupils are carefully nurtured as individuals and learn to become problem-solvers and mediators. An escalating scale is used to support pupils in the regulation of their own behaviour and outcomes are closely monitored. The school has very high thresholds for the identification of pupils with special educational needs and/or disabilities and rectifies any concerns quickly with effective support. External agencies are used effectively for advice and additional support. This has led to some very good strategies to raise attendance like picking pupils up as a walking bus, and this has had the desired effect to raise attendance. The school has high aspirations raising pupils' awareness of future options and enabling them to overcome barriers to their learning.

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?

Leaders and managers are focused and work well together to secure strong outcomes for each individual pupil. They continually evaluate the effectiveness of school strategies and, as a consequence, weaker areas are identified and tackled. The impact of this can be seen in the re-designed curriculum for mathematics which is being trialled to improve the teaching of skills. Monitoring of teaching is effective and leaders and managers have a clear action plan to address identified weaknesses. Targets set are challenging and staff at all levels work together to continually improve outcomes. The school achieves good value for money.

The effective governing body is committed to the school and frequently challenges and supports staff. Individual governors are linked to a class and form strong and lasting relationships with the staff and pupils through visits and letters. This enables them really to see what is happening in the classrooms. Working parties support the governing body in the discharging of their statutory duties and enable them to focus on areas for improvement. Safeguarding duties are met to a good standard and the school is effective in maintaining the security of the pupils and the suitability of the adults working with them.

A range of superb partnerships supports pupils' learning and well-being very effectively and enables some individuals to make outstanding progress. Pupils who are vulnerable due to their circumstance benefit from early identification and intervention and the school prides itself on achieving positive attitudes to learning from pupils and families. The partnerships with family support workers and inclusion workers at the local authority are

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strong and effective. Partnerships impact superbly upon the well-being of the children and on achievement as pupils are supported closely in their learning.

Parents and carers value the school and the efforts that the school puts into supporting the whole family. They appreciate that pupils with specific needs are identified quickly and their needs met swiftly through a variety of interventions. The school is inclusive and recognises each pupil as an individual with a range of unique skills. Adjustments in mathematics indicate the determination to raise standards for the more-able pupils. Teachers reinforce tolerance and discrimination is not accepted.

The school has conducted an extremely thorough audit of its role in the community and is very proud of its high reputation in the community. Community cohesion is a great strength and the school has an in-depth understanding of the community it serves. As well as strong links with local and national schools there are superb relationships established with a variety of agencies and groups in the locality. Wider links are not neglected and the school has a productive link with a school in Malawi. Pupils work incredibly well together to develop ways of supporting the school and receive support in return.

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	1
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	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children love to come to Nursery and Reception and they skip into the class and chat to each other with enthusiasm. Teaching is good and enables children to make good progress from generally low, and sometimes very low, starting points. They choose from a range of activities and practitioners pay attention to what children enjoy, can do, and need support with, and plan future activities accordingly. There is a range of natural materials for children to use inside and outside. The school's positive behaviour management strategies are used with all children upon entry and they respond well to this consistent approach. This enables even the children who are most vulnerable due to their

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circumstances to settle and feel safe and secure. Nurturing positive attitudes to learning is a priority of the school and they recognise that children learn best when they are happy. Children who have specific needs are supported effectively and, as a consequence, settle well and make good progress along with their peers. Leaders and managers carefully track cohorts and individuals and identify areas for development to ensure that provision improves.

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 Stage	2

Views of parents and carers

About 37% of parents and carers responded to the questionnaire. These parents and carers have a favourable view of the school. Most are strongly of the opinion that the school keeps their children safe and healthy; and that their children enjoy school. This is in line with the views of the staff, and the inspection team's judgement that procedures to safeguard pupils are good. A very small minority of parents and carers expressed concern about specific aspects of the school's work. These were investigated throughout the inspection and form part of the evidence used to arrive at the judgements.

Many favourable comments were made on the questionnaires such as, 'My child is very happy here. I have nothing but good positive comments to make about this school,' and, 'This is a lovely school with caring and nurturing teachers who help the children and the families.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanningley 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 254 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	72	26	27	1	1	0	0
The school keeps my child safe	76	80	17	18	1	1	1	1
My school informs me about my child's progress	68	72	21	22	6	6	0	0
My child is making enough progress at this school	62	65	29	31	2	2	0	0
The teaching is good at this school	65	68	26	27	2	2	0	0
The school helps me to support my child's learning	63	66	30	32	2	2	0	0
The school helps my child to have a healthy lifestyle	61	64	31	33	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	61	29	31	1	1	0	0
The school meets my child's particular needs	58	61	32	34	2	2	0	0
The school deals effectively with unacceptable behaviour	55	58	31	33	5	5	1	1
The school takes account of my suggestions and concerns	53	56	38	40	4	4	0	0
The school is led and managed effectively	72	76	18	19	3	3	0	0
Overall, I am happy with my child's experience at this school	72	76	20	21	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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).

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">■ 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.



12 March 2011

Dear Children,

Inspection of Stanningley Primary School, Pudsey, LS28 6PE

Thank you for welcoming us to your school. We had a very enjoyable time and I am writing to tell you the outcome of the inspection.

We can see that your school provides you with a good education. Staff are very caring and the teachers work hard to make sure you all feel safe and secure. This helps you to behave exceptionally well and to enjoy your lessons. We know that you enjoy school as you are keen to join in and your attendance is well above average. Some of you need extra guidance to help you to learn, and teachers provide extra support quickly. This means that all of you are able to learn well and you make good progress. You lead very healthy lifestyles and can tell others what they need to do to be healthy. You also feel safe while you are at school. You take on responsibilities enthusiastically and love to help the school and community. Well done for all your community and charity work.

Your teachers try hard to make lessons exciting but also make sure that you have all the knowledge that you need by the time you leave school. They have worked hard with the mathematics plans to improve your basic skills. We noticed that some of you do not always pay attention in lessons and this is when the lesson is slow or not very challenging for you. The headteacher, teachers and teaching assistants work very well together to make the school the best that it can be. They like to try to improve the school by looking at what is happening and how to make it even better. So, to help to improve your school even more, we have asked the teachers to make sure that the mathematics plans continue to help your learning and try to make all lessons challenging and exciting to make sure that you all join in.

I hope that in the future your school is even more successful in helping you to do as well as you possibly can.

Yours sincerely

Sarah Quinn

Lead Inspector

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