

Stanford Junior and Infant School

Inspection report

Unique Reference Number	118015
Local Authority	North East Lincolnshire
Inspection number	358244
Inspection dates	8–9 June 2011
Reporting inspector	Alan Lemon

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Mrs Val Brumfield
Headteacher	Mrs Kate Cooper
Date of previous school inspection	7 February 2008
School address	Cooper Lane Laceby, Grimsby Lincolnshire DN37 7AX
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed involving eight teachers. Meetings were held with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at a range of school documentation relating to keeping pupils safe, the assessment and analysis of pupils' attainment and progress and their attendance. Fifty questionnaires returned by parents and carers were scrutinised, as were those returned by staff and pupils.

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

- The school's success in improving the attainment of girls and the more-able pupils.
- Whether teaching is effective in matching work to pupils' different abilities and challenging the more-able pupils.
- The strength of leadership and management in sustaining the school's capacity for improvement.

Information about the school

This is an average-sized primary school serving a village close to Grimsby. Almost all pupils are White British. The number of pupils known to be eligible for free school meals is low. Twenty-four per cent of pupils have special educational needs and/or disabilities, which is above average although the percentage with a statement of special educational needs is below average.

The school has been awarded Healthy School status and Activemark. The Standford Kidz Club, which is managed independently, uses some school accommodation to provide childcare facilities before and after school.

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

3

Main findings

This is a satisfactory school which is improving as a result of determined leadership and their accurate evaluation of strengths and weaknesses. The headteacher and staff engage well with parents and carers and have gained their strong support.

Most pupils' attainment on entry is broadly average and by the end of Year 6 it is broadly average, overall. The trend in attainment over a three-year period has been upwards, albeit from a low base in 2008. Learning and progress across the school are satisfactory. Recent school data shows pupils are making better progress than in previous years. There is now no significant difference in the performance of boys and girls at the end of Year 6, which was a feature in 2010. Girls had underachieved while boys' attainment was above average. Currently, the more-able boys and girls in Year 6 have reached the higher levels of which they are capable.

Developments in tracking progress and strengthening teaching, together with increasingly effective self-evaluation, underpin the school's satisfactory capacity to sustain improvement. Senior leaders have secured the means to ensure that all boys and girls, whatever their background or ability, stay on track and achieve what is expected of them. A system of regular checks on pupils' attainment, introduced recently, is helping to develop a clear picture of their progress and staff are getting to grips with this. The school is achieving end of Key Stage 2 targets which are challenging, and this maintains the upward trend in attainment. Leaders are working to improve Early Years Foundation Stage assessment, which is not systematic enough to give a secure measure of children's levels at the end of Reception. Some uncertainty about children's starting points has made it more difficult for the school to measure the value added to pupils' achievement by the end of Year 6.

Teaching was good in about half the lessons seen; it is satisfactory overall. Senior leaders, with the help of subject leaders are driving the development of effective approaches to teaching and learning. They are holding teachers to account for pupils' progress and encouraging their use of data in planning lessons. So far, there has been more success in some classrooms than in others. The use of assessment is not always well developed. Consequently, learning objectives, constructive marking, and the encouragement of pupils to evaluate their learning are not always used to good effect.

Pupils demonstrate a good capacity to manage the high expectations leaders are promoting, although their capacity to work independently, use initiative and manage their own learning is not often fully exploited. Enterprise skills are not fully developed. Pupils gain in confidence due to good provision for their care, guidance and support. Good partnerships with external agencies ensure vulnerable pupils are well supported. Pupils' spiritual, moral, social and cultural development is good. Their attitude to learning is positive, behaviour is good and the rate of attendance is at a high level. Consistently,

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throughout the school, pupils act responsibly, show good regard for each other and are very willing to contribute and be helpful in school and beyond. To a good extent they feel safe and adopt a healthy lifestyle.

Up to 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.

What does the school need to do to improve further?

- Increase the amount of good teaching by the effective use of assessment to:
 - – set clear learning objectives which focus lessons sharply on the next steps in learning for every pupil
 - – clarify how pupils may effectively evaluate their learning and show them how they can improve their work.
- Extend learning opportunities for developing pupils' enterprise capabilities including learning the skills of working in teams, organising activities, solving problems and taking leadership roles.
- Strengthen the rigour of assessment procedures in the Early Years Foundation Stage in order to secure a clear and reliable measure of children's attainment and progress by the end of Reception.

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

Achievement and the extent to which pupils enjoy learning are satisfactory. Most pupils' are able, enthusiastic and energetic learners whose full potential is beginning to be challenged as a result of the high expectations that the school is now setting. In tracking pupils' progress many different groups of pupils are identified for support and intervention, including those with special educational needs and/or disabilities. As a result the school is ensuring that such pupils, and any others who might be falling behind, keep making progress.

Learning and progress are uneven across the school as teaching as a whole has yet to embed the approaches to learning leaders are currently promoting. In lessons where this has been achieved, work engages and challenges pupils appropriately. This stands out in mathematics and here attainment is higher. Inspiring teaching really stimulated Year 1 pupils to imagine flying on a magic carpet. They noted down many exciting ideas for a story, in images for some but for most in well-constructed and punctuated sentences. In mathematics, Year 3 pupils progressed quickly, being taught effectively the basic properties of angles, then using this new knowledge effectively to solve problems. Just as often, pupils are unclear of the purpose of lesson tasks. In another class pupils annotated a text with moderate success but were not given good examples of annotation. This affected adversely their effort and pace of learning.

Pupils, reassured by safety procedures and school security measures, have good confidence about their safety. They understand the key factors affecting their health because these have a high profile in school. Pupils are keen to promote their health by eating sensibly and staying physically fit. They enjoy school and diligently perform many jobs, help raise funds for charities and represent the school, such as in musical performances and sports competitions. By the time they transfer to secondary school,

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most pupils' personal development places them well for future success. Basic skills are developed satisfactorily and are beginning to be more successfully developed, reflecting better the potential of many pupils. There is scope for the further development of enterprise skills.

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	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?

About half the lessons seen had good teaching. Overall, the effectiveness of teaching is satisfactory. Teaching is often lively, creating enjoyment and engagement in learning. Subject expertise is secure and good in mathematics. The effectiveness with which lessons are planned presents a mixed picture. Where it is less effective, lessons proceed without a sharply focused objective, which has the result of questioning and explanations not being to the point. Underlying this is unevenness in how assessment is used to plan lessons and to determine the lesson objective in particular. Occasionally, more attention is paid to defining activities rather than what should be learnt from the activities. This has impact in a number of ways. Work is sometimes not closely matched to pupils' abilities in order to challenge them appropriately. Strategies for effective learning are not fully deployed. Pupils' capacity to learn independently is under-exploited. There are limited opportunities for them to work together in groups and to self-evaluate their learning and progress. Moreover, the contribution of teacher's marking towards helping pupils improve their work is not always effective.

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School leaders are actively developing the curriculum, strengthening, in particular, provision for literacy and numeracy, which is raising attainment. There is much on offer making work and activities broad, interesting and enjoyable, such as music, art and sports. There is not yet as strong an emphasis on catering for pupils' enterprise capabilities with opportunities for them to organise activities, take leadership roles and problem-solve as teams.

The school's arrangements for pupils' care, guidance and support contribute effectively to their well-being and personal development. This results in a high level of attendance, good punctuality and pupils enjoying school. Parents and carers actively support the school's endeavours and are confident their children are well looked after. Vulnerable pupils and those with special educational needs and/or disabilities are well supported. Transition between Reception and Year 1 has been reviewed, improved and the exchange of information is becoming systematic. Arrangements for pupils leaving for secondary school are good.

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?

Senior leaders are increasingly getting to grips with monitoring and evaluating strengths and weaknesses and driving improvement. The school manages its safeguarding arrangements satisfactorily, although some record keeping and review of policies lacks rigour. Leaders are achieving a tight grip on pupils' attainment and progress, having refined how these are tracked, which is resulting in rising attainment. This is well on the way to becoming embedded, as is the drive to improve the quality of teaching, especially as subject leaders are playing an increasing role in directing and driving improvement. Leaders are now generating accurate information, from monitoring the school's work, on which to base their improvement plans. They have yet to develop a comprehensive picture of the school's effectiveness. This hinders the governing body in their challenge and support for the school, although they are well equipped with the expertise and insights to become more effective in their full role.

The school promotes equality for all groups of pupils and tackles discrimination. Parents and carers are kept well informed of their children's progress and well-being. Good partnerships lead to effective transition arrangements for Year 6 pupils and access to sports and other provision which enhance the curriculum. The school is a cohesive community and this is reflected in pupils' good contributions and their spiritual, moral, social and cultural development. The school contributes well to community cohesion locally

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and, through its contacts with several European schools, develops an understanding and appreciation of the wider community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of safeguarding procedures	3
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

Most children enter Reception at the level expected for their age and make satisfactory progress. Their social skills and attitude to learning are well developed from the outset. Teaching and the support for children is aimed at making learning engaging, and children enjoy the activities, whether these are their free choice or directed by the teacher. Planning strikes a good balance between formal work in literacy and numeracy and exploratory play, which uses indoor and outdoor areas well. However, learning and progress are satisfactory because of a lack of resources indoors or outdoors. Moreover, a good amount of assessment activity takes place but this is not then used systematically to track progress or plan work to build well on what children have learnt. As a result, some teaching lacks challenge for the most-able children. Equally, there has not been sufficient rigour in tracking children's progress for an accurate account of outcomes at the end of Reception, although steps have been taken to remedy this.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The number of questionnaires returned by parents and carers was below average for primary schools. The large majority of respondents expressed positive views of the school. These were similar to the outcomes from the school's own survey of parents and carers and matched the views expressed by parents and carers in discussions with inspectors. Inspectors uphold the respondents' views of the school and especially in respect of their children enjoying school, staying safe and developing a healthy lifestyle.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanford Junior and Infant 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	46	25	50	2	4	0	0
The school keeps my child safe	28	56	21	42	1	2	0	0
My school informs me about my child's progress	16	32	27	54	5	10	2	4
My child is making enough progress at this school	19	38	26	52	3	6	1	2
The teaching is good at this school	18	36	27	54	1	2	3	6
The school helps me to support my child's learning	21	42	20	40	5	10	2	4
The school helps my child to have a healthy lifestyle	21	42	27	54	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)	17	34	24	48	7	14	0	0
The school meets my child's particular needs	18	36	24	48	3	6	1	2
The school deals effectively with unacceptable behaviour	14	28	27	54	7	14	1	2
The school takes account of my suggestions and concerns	14	28	27	54	2	4	2	4
The school is led and managed effectively	15	30	23	46	8	16	3	6
Overall, I am happy with my child's experience at this school	20	40	25	50	2	4	3	6

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



10 June 2011

Dear Pupils

Inspection of Stanford Junior and Infant School, Laceby DN37 7AX

Thank you for the very warm welcome you gave us when the inspectors visited your school, and many thanks to the groups of pupils who met with an inspector to discuss their views of school. You have a satisfactory school which is improving.

- These are some of the positive things about your school. The staff guide, support and look after you well, making sure you stay safe and enjoy school as much as possible.
- You enjoy school and are keen to learn and make progress.
- Your attendance is at a high level.
- You feel safe, adopt a healthy lifestyle and do much to contribute to school and beyond.

I have asked the headteacher to:

- improve your lessons by giving you more opportunities to be enterprising and manage your own learning
- ensure all teachers use their assessments of your progress effectively to promote your learning and progress
- strengthen assessment procedures in the Reception class to ensure children's activities are planned well and there is a clear picture of their progress .

I hope your teachers increase the challenge of your work and I expect that you will respond well to this. I wish you all the very best for the future.

Yours sincerely

Alan Lemon (Lead inspector)

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