

Serco Inspections  
Cedar House  
21 William Street  
Edgbaston  
Birmingham  
B15 1LH

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Serco**  
**Direct T** 0121 683 3888



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Mrs Patricia Vladev  
Headteacher  
Stanstead Nursery and Primary School  
Stanstead Avenue  
Rise Park  
Nottingham  
NG5 5BL

Dear Mrs Vladev

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:  
monitoring inspection of Stanstead Nursery and Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 27 March and for the information which you provided during the inspection. Please pass on my thanks to the staff, pupils and the representatives of the governing body with whom I spoke, for their time and courtesy.

Since the previous inspection, there have been no significant contextual changes.

As a result of the inspection on 15 September 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made good progress in making improvements and the effectiveness of the school in improving pupils' behaviour is good.

**Achievement of pupils at the school**

There has been a rapid and significant rise in attainment since the previous inspection. In 2010, attainment was well below average. The results of national tests for pupils in Year 6 in 2011 indicate that attainment was above the national average. The proportion of pupils who reached the higher Level 5 in English and mathematics was above average. From starting points which are lower than expected, all pupils now reach levels of attainment typical for their age, or better. Attainment in reading at the end of both Key Stage 1 and Key Stage 2 is above national averages. School tracking data show that almost all pupils are making good progress in lessons and over time. This is ensuring that attainment gaps for groups identified as potentially vulnerable are closing. This is particularly the case now for pupils known to be eligible for free school meals, boys and the few from minority ethnic heritages.

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Disabled pupils and those who have special educational needs are well provided for and they make at least good progress in their learning relative to their starting points. These developments are the result of improving provision, effective procedures for monitoring and evaluating progress and raised expectations.

### **The quality of teaching**

Teaching is good, with a number of consistently strong features and, as a result, all pupils are making good progress. These strong features include: detailed planning which takes careful account of prior learning, good behaviour management and high expectations about what pupils can achieve. The school's tracking system is robust and each teacher maintains detailed information on how individual pupils are progressing. Teachers demonstrate confidence in using assessment information to ensure that they plan tasks that are generally well matched to pupils' abilities and are suitably challenging. Pupils know their individual targets and have a clear understanding of what they have to do to succeed and move their learning forward. Questioning is used effectively to identify and address misconceptions, as well as to extend pupils' thinking through the use of more probing questions and where appropriate, move them onto the next steps in their learning. Improved and more detailed academic guidance is being provided for pupils, including constructive feedback in marking. This is helping pupils to have a better understanding of how they can improve their work and meet their targets. Pupils appreciate and enjoy the regular opportunities they have to review and respond to marking.

### **Behaviour and safety of pupils**

Behaviour in and around school is typically good. The behaviour seen in the playground and around school during the inspection was consistently good. As a result, pupils display positive attitudes which make a significant contribution to the good learning and progress they make. There is a calm, orderly and purposeful atmosphere in all classes, as well as around the school. Pupils are polite, friendly and respectful to adults and each other. Pupils enjoy good friendships because there is no intimidating or poor behaviour and they feel safe at school.

### **The quality of leadership and management of the school**

Senior leaders, working with the governing body, pupils and parents and carers, have ensured that the issues raised at the last inspection have been addressed swiftly and successfully. A realistic school improvement plan identifies the correct priorities for further improvement. Procedures for checking the work of the school and for tracking the progress pupils are making have been strengthened. The impact of these procedures on provision and outcomes is a greater consistency in the quality of teaching, raised attainment and the good progress made by all the pupils. The governing body offers both practical support and a good degree of challenge to school leaders.

The school appreciates the appropriate support provided by the local authority.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Dorothy Bathgate  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in September 2010**

- 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 in all lessons
  - pupils understand these next steps and how well they are doing towards them.
  
- Ensure that all teaching is 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 it is used consistently by all.