

Stanley Green First School

Inspection report

Unique reference number	113694
Local authority	Poole
Inspection number	378745
Inspection dates	9–10 July 2012
Lead inspector	Andrew Saunders

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

Type of school	First
School category	Community
Age range of pupils	4–8
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	Reverend Brian Bishop
Headteacher	Angela Malanczuk
Date of previous school inspection	30 January 2007
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Age group	4–8
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Introduction

Inspection team

Andrew Saunders

Additional inspector

Vivian Venn

Additional inspector

This inspection was carried out with two days' notice. During the inspection, inspectors observed 20 lessons or parts of lessons delivered by 12 teaching staff; observations totalled eight hours. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at policies and procedures to keep pupils safe, records of monitoring of teaching, and plans to bring about further improvements. Inspectors also considered the effectiveness of the school's analysis of data about pupils' performance, the work pupils have done in their books, teachers' records about the progress pupils make towards their targets, and the views of pupils about the work they are given to do. The inspectors met with groups of pupils, staff and the governing body, and considered the 143 inspection questionnaires and comments contributed by parents and carers during the inspection. Inspectors spoke to parents, carers and pupils informally. During the inspection, Year 3 pupils were on a trip for one morning.

Information about the school

Located in an urban area close to Poole, this school is larger than usual for its type. The proportion of pupils known to be eligible for free school meals is lower than average. Almost all pupils are White British, although a range of minority ethnic heritages are represented. The proportion of disabled pupils and those who have special educational needs supported by school action plus or with statements of special educational needs is below average, although nearer the average in some year groups. Some of these pupils have complex needs. The Early Years Foundation Stage comprises three Reception classes. The school is subject to arrangements to reorganise education within the local authority. From September 2013, the school will become an infant school, without Year 3 pupils.

There is an outreach children's centre on the site, which includes a breakfast club and after-school club; this is subject to a separate inspection.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils’ achievement is good, teaching is good and almost all pupils behave well. It is not yet outstanding because there is not enough outstanding teaching, and the behaviour of a very few pupils has to be closely managed by staff.
- Pupils make good progress from their starting points. For the past five years, attainment in reading, writing and mathematics has remained above standards usually found at Year 3. Achievement is not yet outstanding because work in books shows that there are occasions when progress slows in some classes.
- Teachers have good subject knowledge and make effective use of the information they have about how well pupils are achieving, to plan work which closely meets their needs. Occasionally, teachers do not expect enough of pupils and give them too much support during lessons, so that they do not fully develop independence in learning.
- The behaviour of almost all pupils is good at all times. Pupils’ attitudes to learning are positive. Systems to promote the school’s values, including collaboration, emotional intelligence and creativity, and giving recognition to the pupils who consistently live up to these, are working well. A very few pupils find it more difficult to keep to the high expectations of their conduct and, very occasionally, disrupt learning. Well-trained, caring adults help them to make better choices.
- The headteacher and senior leaders have an accurate picture of the strengths and weaknesses of the school and have used their analysis of pupils’ performance to identify and implement strategies to improve teaching and, thereby, maintain good achievement. The ‘values-led’ curriculum provides a good framework for the work that is planned and successfully promotes pupils’ spiritual, moral, social and cultural development. The management of performance, including that of teaching, is good.

What does the school need to do to improve further?

- Within a year, make more teaching and learning outstanding, by:
 - increasing the independence of pupils in directing their own learning and taking responsibility for setting and reaching more of their own targets
 - ensuring pupils make the most of opportunities to respond to adults' very helpful comments and guidance in their books.

- Build the independence of the very few pupils who struggle to maintain exemplary behaviour, by working more closely with parents, carers and other partners so that the strategies used to support them are more widely understood and consistently applied.

Main report

Achievement of pupils

Children's skills and knowledge when they join the school in Reception are usually below expectations for their age in reading and writing, although better in mathematical skills. They settle quickly because resources are well prepared, teachers have an excellent understanding of the needs of these children, and adults work well together to provide good opportunities for learning. Pupils become highly enthusiastic about learning and make good progress. By the end of Reception, most reach the early learning goals expected and some exceed these.

Good progress continues across Key Stage 1 and in Year 3. Attainment at the end of Year 2 has been sustained at above average in reading, writing and mathematics; on average, pupils are about two terms ahead of their peers. Standards are maintained ahead of those usually found at the end of Year 3 in all subjects. In an outstanding lesson, Year 1 pupils made rapid progress in developing their use of ambitious vocabulary when discussing a poem, having to give reasons for their choices. However, there are a few lessons where progress stalls when pupils are too dependent on the teachers and other adults to tell them what they need to do next. Teaching to link letters and sounds (phonics) follows a systematic approach and is consistently good. As a result, pupils become confident readers and enjoy a wide range of genres.

Pupils with disabilities and those with special educational needs are well supported because adults accurately identify their needs and provide appropriate help. There is an increasing emphasis on evaluating the impact of strategies used to support these pupils, to ensure they are the most effective available, and that staff are well informed about best practice elsewhere. As a result, these pupils make good progress. Other groups of pupils, including those known to be eligible for free school meals and those from minority ethnic heritages, also make good progress.

Most parents and carers agree with inspection findings that their children are making good progress. A very few raised concerns that particular special educational needs had not been identified. Inspectors found that the school has good systems to identify pupils who may need additional support, but these sometimes take longer to

be implemented than parents and carers may wish, because the school is constrained by the availability of other partners they work with.

Quality of teaching

Systems to collect and analyse data about pupils' learning and progress have been developed well and teachers use this information to set appropriate targets for pupils. Where these are used regularly, they help pupils to know what they need to do next in their learning. Occasionally, targets are not used regularly enough, and pupils are not as confident about what they need to do to improve and remain too dependent on the teacher. Similarly, comments in books are usually accurate and helpful, and pupils respond to these well, but good practice is not yet consistent across all classes and pupils sometimes lack opportunity to respond to helpful written comments about their work. However, pupils are increasingly being given responsibility to evaluate their own progress and think about how well they have done.

Teachers use a good range of strategies to probe pupils' thinking and to keep up the good pace of learning. Teachers give pupils work which challenges them. For example, during Year 2 mathematics, all groups of pupils made good progress in solving subtraction sums because they were encouraged to get on with their work independently as soon as they felt confident to do so, and because tasks provided closely matched their abilities. Teachers ensure that pupils with disabilities and those with special educational needs are given appropriate support and helped to access the full curriculum. Strong partnerships have been developed to support those with particular, complex needs.

Inspection findings are endorsed by most parents and carers, who agree that their children are taught well. Teachers increasingly share the very best practice and work together to develop their skills. This has led to confidence in the effective teaching of phonics, particularly when linking it to writing. Teachers effectively use the curricular 'values-led' approach in the school, so that work frequently includes references to concepts such as courage. Teaching ensures this approach contributes well to pupils' spiritual, moral, social and cultural development. Pupils appreciate the way their teachers make learning fun.

Behaviour and safety of pupils

Attendance is above average. Pupils say they like being at school and enjoy the work they have to do. Parents and carers think the school keeps their children safe, and inspectors agree with them. Pupils know a lot about how they can keep themselves safe, for example when around traffic or on the internet. They are caring towards others, showing respect for each other and for those with physical disabilities. Pupils know what constitutes bullying in its various forms and know how to help make sure it does not happen at their school. They acknowledge that it may occur occasionally, but are confident that it will be dealt with as soon as they raise it with a member of staff. Good systems to let an adult know if they are worried build their confidence that they are well looked after. The strong focus on key values across the whole school means that pupils develop their confidence in demonstrating these values in

their learning and their lives.

During lessons, almost all pupils are highly cooperative and quickly focus on their work, maintaining good concentration; this good behaviour is typical over time. While pupils readily comply with requests from adults, occasionally some adults are too quick to provide these reminders and closely direct pupils' behaviour, so pupils miss the opportunity to develop independence in managing their own conduct more for themselves. There are a very few pupils for whom maintaining good behaviour is difficult and they have not yet learned how to manage their own conduct well. The school deals with these situations appropriately, understanding the needs of individuals. The agreed strategies are well understood by the pupils and they feel these are fair because everyone has the opportunity to be recognised for their good behaviour.

Pupils said they like being able to earn the 'green tree' awards; other pupils contributed by electing their peers as 'Rights-Upholders' who have done something kind. Inspectors agreed with parental comment that there has been some disruption to learning in the past. However, the frequency of such incidents is now greatly reduced and improved management of these means that learning is very seldom disrupted.

Leadership and management

The headteacher and newly developed senior leadership team work extremely well together to promote a shared vision for the school, accurately evaluating the work of the school and tackling the right priorities for improvement. They have eliminated inadequate teaching, and introduced new strategies to resolve behavioural issues. Good leadership of the Early Years Foundation Stage ensures adults work effectively as a team, that best use is made of the skills and expertise available, and that high-quality resources are developed to meet differing needs of children. Subject leadership and that of special educational needs are good and increasingly effective in identifying and implementing key improvements. The vision for ensuring the best possible learning opportunities for all pupils is widely shared among staff. Leaders provide staff with helpful professional development which has successfully enhanced the quality of teaching. Performance management is used effectively and is regarded positively by staff.

The school has developed different means of keeping parents and carers informed about the progress of their children and what is happening in the school but has yet to engage all, particularly over some behavioural issues. Not all parents and carers fully understand the school's approach and the school has yet to ensure that strategies to improve the behaviour of a few individuals are fully understood by relevant parents and carers.

Members of the governing body have an accurate understanding of the issues facing the school and challenge it well on its performance, keeping the focus on improving the learning of all groups of pupils. Together with all staff, governors place a strong emphasis on ensuring that equality of opportunity is actively pursued, and that any form of discrimination is eliminated. Arrangements to ensure disabled pupils have full

access to the curriculum and trips are examples of this commitment. Governors regularly review policies, procedures and training to ensure that arrangements to keep pupils safe meet requirements. These give no cause for concern.

Since the previous inspection, attainment has remained above average across all areas. Pupils' consistently good achievement, improvements in teaching and behaviour confirm that the school has the capacity to continue the quest to become even better. The curriculum has innovative features and contributes well to pupils' spiritual, moral, social and cultural development, by linking the topics pupils study to the values of the school. It provides pupils with a good range of interesting learning opportunities and strongly endorses the positive values the school promotes. In the best examples seen, the curriculum was a dynamic force for learning because teachers used input from pupils about what to study next and, consequently, pupils greatly valued the learning. Assemblies stimulate thought and give pupils great opportunities to reflect on their own experience of school and the world around them.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

11 July 2012

Dear Pupils



Inspection of Stanley Green First School, Poole BH15 3AA

Thank you for talking to us and showing us the work you were doing when we visited your school this week. We were impressed with how well you work, and the good progress you make in lessons. We judge Stanley Green is a good school. These are some of the things that we found out.

- From your starting points when you join the school, your reading, writing and mathematics get better than the standards reached by most pupils of your age by the time you leave. This means your progress is good.
- Those of you who need extra help with your learning are well supported by the adults, who are well trained and caring, so that you make good progress.
- Almost all of you behave very well all the time, and you are very proud to be part of the school. Occasionally, a few of you find good behaviour difficult to keep up, but you are helped by the staff to learn to make better choices.
- Teachers ensure that they know how well you are doing, and give you work that is just hard enough. In the best lessons, they let you get on with your work as soon as you are confident about what you need to do.
- The curriculum has been developed well, so that you have interesting things to learn, and ensures that you understand the values your school promotes.

Although yours is a good school, your headteacher, staff and governors want to make it even better. We have asked them to do two things.

- Make sure there is even more outstanding teaching, by giving you more chances to think about what to do for yourselves, especially using your targets, and by making sure you do what teachers ask when they mark your books.
- Help the few of you who find it difficult to maintain good behaviour all the time to do so – without reminders from the staff.

All of you can help by always thinking what you could do to practise the values of your school to those around you. I hope you have a wonderful holiday, and come back to school ready to help make it an even better place in which to learn and develop.

Yours sincerely

Andrew Saunders
Lead inspector

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