

Stanton Primary School

Woodland Road, Stanton, Burton-on-Trent, DE15 9TJ

Inspection dates 5–6 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The leadership of the headteacher has secured good improvement since the last inspection, particularly in the quality of teaching, which has risen to good with some that is outstanding.
- Systems to track the progress of all pupils in the school are good. Pupils are all monitored as individuals and if needed are given support so they do not fall behind their peers.
- Pupils make good progress in reading and writing to achieve well regardless of which year group they joined when they were admitted into the school.
- The support provided for disabled pupils and those who have special educational needs is well managed so they receive the help they need to make good progress in their academic and personal development.
- Opportunities to promote pupils' spiritual, moral, social and cultural development are good and are threaded through the everyday work of the school, as well as being reinforced through the planning of subjects and visits to places of interest.
- Attendance has improved markedly since the last inspection and for the large majority of pupils is better than average.
- Pupils feel safe in school and develop good relationships with adults and each other.
- Pupils work hard and enjoy being at school.
- Staff performance is managed well. Any weaknesses in teaching are tackled and improvement is secured.
- Governors know the school well and are able to hold leaders to account and to support the school on its journey of improvement.

It is not yet an outstanding school because

- The progress pupils make in mathematics is not quite as good as in reading and writing. This is because marking does not always help pupils to improve and they do not all understand how to tackle problem solving.
- Not enough teaching is outstanding.

Information about this inspection

- The inspector visited nine lessons, of which three were joint observations undertaken with the headteacher.
- Meetings were held with staff, members of the governing body and a representative of the local authority.
- The inspector observed pupils during playtime and lunchtime and spoke to a group of pupils to seek their views of the school.
- Too few parental responses were logged on the online questionnaire (Parent View) for an analysis to be generated but the inspector did take account of the results of the school's survey of parents' views.
- The views of staff, including those expressed in the 11 responses to the staff questionnaire, were considered.
- The inspector observed the school at work and looked at a number of documents, including the school's own data on pupils' current progress, a summary of the school's monitoring activities and information relating to behaviour, attendance and safeguarding.

Inspection team

Alison Cogher, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage and no pupils are learning English as an additional language.
- The proportion of pupils known to be eligible for free school meals is below average. The school receives additional funding (the pupil premium) only for this group of pupils.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or through a statement of special educational need is well above average.
- No pupils attend alternative provision.
- The proportion of pupils who enter or leave the school part-way through their primary education is much higher than that found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection there have been a number of teaching staff changes.

What does the school need to do to improve further?

- Increase pupils' progress to improve their achievement in mathematics by ensuring that:
 - the marking of pupils' work gives them clear guidance about how to improve and requires them to respond to any additional challenges set by their teacher
 - pupils in all classes are taught strategies to help them solve mathematical problems
 - pupils in all classes are given success criteria for their mathematics activities so they can check the quality and accuracy of their work.

Inspection judgements

The achievement of pupils is good

- Although there are some variations from year to year, children typically start in Reception with skills below those expected for their age. They are often well below the level expected for writing and in their understanding of phonics (the sounds that letters make). They make good progress in all areas because they engage in a wide range of motivating activities that support their learning well.
- By the end of Year 2 standards overall are broadly average in reading, writing and mathematics. An increasing number of pupils are reaching the above average levels of attainment by the end of Year 2. By the time they leave the school at the end of Year 6, most pupils' attainment is above average in English and mathematics.
- Almost half of the pupils currently at the school did not start in their Reception year and many were admitted after Year 2. Pupils from all backgrounds, and from whatever point they are admitted into the school, are helped to do well and to make good progress. Overall the proportion making better than expected progress compares well to that found nationally.
- Pupils' achievement in mathematics is good but is a little behind their achievement in reading and writing, which is particularly strong. Some pupils are not clear about how to set about solving a mathematical problem. In addition they are not always given the criteria against which they can check if they have been successful in their work.
- Disabled pupils and those who have special educational needs achieve as well as other pupils because of the good quality teaching they receive. Tailored individual or small group support helps them to engage fully in lessons and complete the tasks they are set with confidence.
- The progress of pupils for whom the school receives pupil premium funding is good. These pupils receive personalised support and reach very similar levels of attainment to that of other pupils in reading, writing and mathematics.
- Pupils' good achievement is a result of improved teaching that is informed by the regular checking of the progress pupils are making. Teachers are quick to spot weaknesses in pupils' knowledge and understanding and plan lessons that address any issues before moving on to the next step in their learning.
- Pupils readily use their reading, writing and mathematics skills to help their learning in other subjects.

The quality of teaching is good

- The quality of teaching is typically good and some is outstanding. In this small school teachers work very closely together and are keen to learn from each other, sharing ideas and expertise for the benefit of all pupils.
- Improved use of the outdoor learning area enables children in their Reception year to learn through a wide range of practical and engaging activities. This, together with well-focused adult support ensures they get off to a good start and develop into enthusiastic independent learners.

- As all pupils are in mixed-age classes, teachers are very focused on ensuring that they plan well to meet a wide age and attainment range. They are constantly checking the learning of pupils so that they can spot and plug any gaps in their knowledge and understanding. Conversely they will also increase the level of demand quickly when they have shown mastery of a particular skill.
- Reading is taught well. There is an appropriate emphasis on teaching phonics so pupils from an early age are able to work out unfamiliar text. By the end of Year 6 the vast majority of pupils are confident and capable readers and use this skill to support their learning in other subjects.
- Teachers' lesson planning is detailed and provides pupils with a good range of opportunities, including working together to experiment and to dramatise events or write creatively. For example, some pupils in Years 5 and 6 worked to create their own myth based on the Greek myth 'Perseus and the Gorgon' as part of their work on the Ancient Greeks.
- Teachers make good use of questioning to deepen pupils' understanding. They encourage pupils to think for themselves and to use the knowledge they already have to find solutions and make connections. Consequently pupils develop good levels of independence and persistence even when they find learning challenging.
- The marking of pupils' written work is often linked to pupils' individual targets for improvement or the focus for learning in a particular lesson. Pupils' understanding of how well they are doing is supported well as they check the quality of their own and each other's written work against clear success criteria. The marking of pupils' work in mathematics is regular but does not always show pupils how to do better, and when teachers set pupils additional challenges these are not always responded to by pupils or checked by teachers.
- Relationships between pupils and adults are respectful and supportive. Teaching assistants are well briefed and make a valuable contribution to pupils' learning through their work with individual pupils and small groups, including those supported through pupil premium funding, disabled pupils and those with special educational needs.

The behaviour and safety of pupils are good

- Pupils are polite and respectful. They are proud of their school and care for each other. Disruption in lessons is rare because pupils are managed well and they find their lessons engaging. Pupils show good levels of self-control which is reflected in their good behaviour as they move around the school and during playtimes.
 - The attendance of the large majority of pupils has improved since the last inspection because of the concerted actions of the school. Pupils want to be at school and enjoy the time they spend learning and being with their friends. Pupils told the inspector that they feel cared for and safe at school, a view reflected in the responses made by parents to the school's own questionnaire.
 - Pupils consider bullying to be extremely rare and, if it occurs, it is promptly dealt with by staff. Pupils have secure understanding of the different forms of bullying including through the use of the internet. They understand how they can minimise risk to themselves and are confident that if they had a concern or needed help an adult would support them.
 - Pupils enjoy their lessons and the opportunities they have to work together. They show good levels of cooperation and are able to listen to and respect each other's views and ideas. For example, pupils in Year 2 worked together well when sorting natural and man-made materials.
-

- Pupils value the opportunities they have to take on responsibilities within the school community. They also enjoy activities and responsibilities they have that take them out into the wider community, such as planting trees in the National Forest.

The leadership and management are good

- The headteacher has led and managed the school well through a period of staffing uncertainty. There is a shared commitment to school improvement, staff morale is high and leadership and management are securing good improvement in a number of areas.
 - Teaching has improved because of robust systems for checking the performance of individuals whilst also seeking to identify whole-school strengths or inconsistencies. Professional development training is matched to individual staff needs and the stage of their career. Good practice within the school is readily shared. This is ensuring that the best elements of teaching are being embedded quickly and consistently in all classes.
 - Procedures for checking the quality of the school's work are good. Detailed action plans help to ensure that any weaker aspects are tackled quickly. Pupils' progress is checked often so those who may need additional help are spotted quickly and given the support they need to improve. The school is very quick to assess pupils who are admitted part-way through the school. This ensures that teachers are able to plan activities that are well matched to pupils' needs so their learning moves forwards well.
 - Good use is made of the pupil premium funding to provide those in receipt of it with bespoke support. As a result these pupils make at least as good progress as their peers and attain similarly good standards.
 - The school has received good support from the local authority to establish systems and procedures for checking the quality of its work. The school is continuing to work with the local authority and neighbouring schools to improve the attendance of the few pupils who persist in giving cause for concern.
 - The broad and balanced curriculum together with visits to places of interest and visitors invited into school make a good contribution to pupils' enjoyment of learning and their overall achievement including their spiritual, moral, social and cultural development.
 - **The governance of the school:**
 - Governance is good because governors are well informed and directly involved in checking the quality of the school's work. They provide good support and realistic challenge to school leadership to secure ongoing improvement to the school's performance. Governors attend a range of meetings to look at the progress being made by pupils and make visits to gather first-hand information about the progress being made towards achieving the school's improvement priorities. They work closely with the headteacher to check the quality of teaching and use the information gathered to inform decisions when considering pay awards for good performance. Teachers are helped to improve their work in the classroom and to develop the skills necessary to take on additional responsibilities or for promotion, through training and assistance that is appropriate for the stage of their career. Governors are well informed about how pupil premium funding is used and know what a positive difference it has made to the progress and attainment of pupils eligible to receive it.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112637
Local authority	Derbyshire
Inspection number	405414

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Caroline Green
Headteacher	Christine Nettleton
Date of previous school inspection	14 March 2011
Telephone number	01283 564102
Fax number	01283 565780
Email address	enquiries@stanton.derbyshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

