

Stanton Bridge Primary School

Oliver Street, , Coventry, CV6 5TY

Inspection dates 7 – 8 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		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- The determined and resolute leadership of the headteacher, other school leaders and the governing body, has resulted in pupils making good and often outstanding progress.
- Achievement is good, with pupils in years 3 to 6 especially making better than expected progress.
- From below-average starting points, standards in reading, writing and mathematics are broadly average by Year 6. Records show that these standards are continuing to rise at a fast and sustained pace.
- Teaching is always good, with some outstanding elements, and this enables all pupils to make at least good progress.
- Disabled pupils and those who have special educational needs make outstanding progress because the school caters extremely well for them.
- Pupils have outstanding attitudes to their learning. The school has a well-developed culture of expecting the best from pupils. They are extremely happy at school. Behaviour is outstanding and this boosts their learning.
- Although pupils' moral, social and cultural experiences in school are good, there is less chance for them to develop spiritually.
- The many pupils who speak English as an additional language, as well as pupils who enter the school at different points in their education, receive extremely high quality support and often make outstanding progress.

It is not yet an outstanding school because

- Although teaching is at least good, on occasions it does not give enough opportunities for pupils to find things out for themselves.

Information about this inspection

- Inspectors observed 24 lessons, with a number of them being joint observations with senior leaders.
- Inspectors heard pupils read, scrutinised books and other work, and observed the start of school and assemblies.
- Meetings were held with the headteacher, other senior leaders, staff, governors, pupils and parents.
- School records were analysed, including progress and lesson monitoring, and safeguarding documentation was checked. The school plan for the future was also considered.
- Inspectors took into account the 12 responses to the online Parent View questionnaire as well as evidence from the school's own parental survey, and many parents met with inspectors to talk about the school.
- Almost all staff completed questionnaires, and these were also analysed and considered.

Inspection team

Keith Shannon, Lead inspector

Additional Inspector

Karen Davies

Additional Inspector

Peter Lawley

Additional Inspector

Full report

Information about this school

- This is much larger than the average-sized primary school.
- The proportion of pupils that come from a wide range of minority ethnic groups is well-above average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government for pupils known to be eligible for free school meals, looked-after children and pupils with a parent in the armed services) is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is average, but the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school does not make use of any alternative provision for its pupils off site.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make sure that all pupils, especially the more able, move quickly to their own tasks so that they can find things out for themselves.

Inspection judgements

The achievement of pupils is good

- Many children begin school with skills that are below what is usually expected for their age. By the time they leave standards are broadly average. All pupils make good progress, and have significantly improved since the previous inspection.
- Those pupils that join during the school year also achieve well, thanks to good teaching and support. This is especially the case with pupils who arrive speaking little or no English.
- In the Early Years Foundation Stage, children benefit from new facilities created for learning and play since the previous inspection. Although standards are still below average when they move into Key Stage 1, their progress is good. This is brought about by careful planning and exciting activities that make children think.
- Pupils enjoy learning about literacy and mathematics throughout the school, and use their skills across many different subjects.
- By the end of Year 2 standards in reading for most children are average, which is good progress from their starting points.
- Staff give excellent support to individuals following careful and regular identification of their needs, and this contributes considerably to their good rate of progress.
- Disabled pupils and those who have special educational needs make outstanding progress because staff give them work and support that is extremely well-matched to their individual needs. As with all pupils in the school, staff expect the best of them, and in almost all cases set work that is correctly matched to speed up their learning.
- Pupils known to be eligible for the pupil premium make similar levels of progress as the others, and in some cases better. The school uses the money to employ staff for booster classes and individual support and to subsidise educational trips. For example, pupils were supported financially on a history project trip to the Normandy battlefields.

The quality of teaching is good

- Teaching is at least good because staff prepare learning that is interesting, relevant to pupils' needs, and conducted at a brisk pace. On a very few occasions, more-able pupils do not make enough progress because they do not have enough chance to work on their own and find things out for themselves. Inspectors saw good teaching throughout, with clear examples of outstanding practice.
- The confidence of pupils to aim high is due to the consistent approach taken by all staff in believing they can overcome anything. Clear questioning, giving pupils time to think and carefully matching pupils into groups, have all helped to improve teaching. Pupils talk with enthusiasm about the teachers and their enjoyment of learning.
- Teachers mark and assess work regularly. However, they do not always engage with pupils about their work. Sometimes they do not give clear enough explanations to pupils about what

they need to do to achieve a higher level.

- Teachers use a wide range of skills in meeting the needs of pupils. For example, a Year 6 group were presented with a silver orb and a few clues, and had to create a whole series of questions and scenarios to explain it. They make learning imaginative, fun and weave in reading, writing and mathematics when appropriate. Teachers make sure that individual needs, especially of disabled pupils and those who have special educational needs, do not hold them back.
- Teaching assistants are crucial to the rapid improvements in teaching and learning that have taken place over the past three years. They are skilled, valued, well trained and supported. In return they help pupils to shine, especially in smaller groups, and see that pupils with different needs are can succeed in their learning.
- Teachers use information and communication technology extremely well. Pupils are encouraged to investigate and present work using the technology, and teachers enhance the interest of their lessons by its use. One class were using cameras and sets to create a film. Others were showing good skills in searching the internet for information.

The behaviour and safety of pupils are outstanding

- The politeness of pupils is exceptional. They speak highly of school and staff, and are very keen to do well. They talk of being in this school as a 'privilege'.
- Pupils' extremely positive attitudes to school have a great impact upon learning, where they pay attention and are happy to take part in class discussions and group work. They pay close attention to one another, and show real maturity at an early age in the way they listen attentively.
- Behaviour around the school, and at break and lunch times, is outstanding. Pupils are friendly and sincere. Their willingness to engage with the inspectors was natural and most welcome. They say there is rarely any bullying, and that it can usually be sorted by pupils themselves. They know how to keep safe in the school and outside, and are keenly aware of safety over the internet.
- Although attendance is average, it has been improving for the past three years because the school has very clear expectations and systems that it applies consistently.
- All pupils are encouraged to have their say in the development of the school. The school council, in particular, has a real impact upon making decisions. For example, members of the school council publish a weekly newsletter and manage their own budget, both in a very mature way. The way pupils contribute to behaviour policies, both across the school and in individual classes, is outstanding.

The leadership and management are outstanding

- The outstanding leadership of the headteacher has created a relentless drive for improvements in all areas of school life, and is shared by the full staff and governing body. The improvements in the quality of teaching and learning are exceptional, and all pupils are making at least good progress, with some being outstanding.
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- There are rigorous checks on the quality of teaching and pupils' learning. Leaders train staff well and hold them accountable for taking greater leadership roles across the school. The headteacher is driven by a desire to create the most outstanding learning environment for pupils, and the most rewarding one for staff. Any shortcomings in teaching are given immediate attention for development. The school plans for staff training in a very clear and consultative manner. Staff are fully aware that their performance targets are linked to salaries.
- The school has a robust system for finding out how well it is doing, and this feeds into plans for improvement. Leaders are vigilant in checking the impact of these.
- Pupils are able to develop their reading, writing and mathematical skills across a wide range of themes. Projects link these skills in an interesting and productive way. The school gives all pupils excellent and equal opportunities take part in the many and varied activities on offer. This boosts their feeling of being valued, making clear the importance of working together without any form of discrimination.
- Although good work with the school's adviser is now evident, this level of support from the Local authority is relatively recent.
- Leaders work hard to make sure that all parents and carers are fully informed about the progress of their children. They find ways to communicate in the 32 different languages spoken, and meet parents every morning in a warm and friendly manner.

■ **The governance of the school:**

Governors are fully supportive of the school and the headteacher in particular. There have been many changes in the membership of the governing body. Governors are actively seeking to improve their effectiveness through undertaking training. They check the work of the school, and are increasingly asking searching questions and seeking clear evidence of progress. They have assisted leaders in making important appointments, and manage the performance of the headteacher and staff carefully. They know about the quality of teaching and are clear as to how targets for teachers are linked to pay awards. They manage and understand safeguarding procedures well. Their understanding of additional funding and its impact, in particular the pupil premium, is not yet fully secure, although they do know the areas in which funding is used to support pupils (for example, employing support staff to run booster classes for these pupils, and providing activities to support their learning). Their understanding of how the school's performance compares with all schools nationally is improving.

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	103653
Local authority	Coventry
Inspection number	400639

The 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	421
Appropriate authority	The governing body
Chair	Sheila Rixon
Headteacher	Sofina Islam
Date of previous school inspection	26 April 2010
Telephone number	024 76688992
Fax number	02476581385
Email address	headteacher@stantonbridge.coventry.sch.uk

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