

Stanley Road Community Primary School

Derby Street, Chadderton, Oldham, Greater Manchester, OL9 7HX

Inspection dates 13–14 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.

- Pupils make good progress overall in the Early Years Foundation Stage despite some inconsistencies in the quality of teaching.
- Children in the childcare provision are very well cared for in an exceptionally caring and stimulating environment.
- Nearly all pupils make the progress expected of them by the end of Key Stage 2. The proportion of pupils making better progress than this is growing and compares favourably with national figures.
- All groups of pupils achieve well because of the good support that they receive.
- Teaching is usually good and some is outstanding. Its quality has improved since the previous inspection.
- The school cares very well for all its pupils and makes sure that every individual is fully included and has equality of opportunity regardless of background or ability.
- Pupils who have impaired hearing are expertly supported and fully included in lessons and the wider life of the school.
- Pupils feel safe in school. They behave well. They are respectful to each other and to the adults working with them.
- Leadership provides the school with a clear view of how successful it can be. Leaders and managers have stepped up the rigour with which they check on the quality of teaching and use information about pupils' progress to hold staff much closer to account for pupils' achievement.

It is not yet an outstanding school because

- Although most teaching is good, a small amount requires improvement and not enough is yet outstanding to take achievement to the next level.

Information about this inspection

- The inspectors observed teaching and learning in 24 lessons. They carried out one observation jointly with the headteacher. They observed the teaching of phonics (letters and the sounds that they make) and listened to a group of pupils read. Inspectors also observed support provided for pupils who have impaired hearing and those who are disabled or have special educational needs. Inspectors also looked carefully at the work in pupils' books.
- Inspectors held meetings with senior and middle leaders, teaching and support staff, two groups of pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a wide range of documentation including: the school's self-evaluation summary and development plan; policies and procedures for safeguarding; information about attendance and behaviour; records of monitoring teaching and learning; information about pupils' achievement; minutes of meetings of the governing body; and the headteacher's reports to the governing body.
- Inspectors looked at summaries of questionnaires sent out to parents. There were not enough responses on Parent View, the online site for parents, to generate a summary of parents' views. Inspectors also spoke to some parents before the start of the school day.

Inspection team

Stephen Wall, Lead inspector	Additional Inspector
Jean O'Neill	Additional Inspector
Jean Tarry	Additional Inspector

Full report

Information about this school

- Stanley Road is much larger in size than most primary schools nationally.
- The proportion of pupils known to be eligible for pupil premium is well above average.
- Over 90% of pupils are from ethnic minority backgrounds, mostly of Pakistani or Bangladeshi heritage. The number of pupils who join the school from Eastern European countries is growing rapidly.
- The proportion of pupils who speak English as an additional language is exceptionally high.
- The proportion of pupils supported through school action is broadly average.
- The proportion supported by school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils who join and/or leave the school at other than normal times is also well above average.
- The school provides and manages childcare provision for up to 16 two-year-old children identified by the local authority as likely to be vulnerable.
- The school receives funding and resources to support up to 12 pupils with severe hearing impairment from across the local authority. At the time of the inspection five pupils with hearing impairment were being taught in the school.
- The school provides and manages a before-school breakfast club.
- The school meets the current government floor targets that set minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make all teaching at least good with more that is outstanding, including in the Early Years Foundation Stage, to raise achievement further, by:
 - ensuring that work given to pupils in every lesson is hard enough to stretch more-able pupils
 - making sure that teachers routinely explain important new words at the start of each lesson and check that all pupils understand them fully before they use them in their work
 - making sure that pupils are given work to do on their own as soon as they are ready, especially more-able pupils
 - improving pupils' speaking skills further by involving them more actively in lessons.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are generally well below those expected for their age. A high proportion of children speak little or no English. They make good progress overall in the Early Years Foundation Stage and achieve well, despite some teaching that requires improvement in Reception.
- Attainment is below average and improving at the end of Key Stage 1. By the end of Key Stage 2 attainment has improved significantly since the previous inspection and is broadly average in mathematics and reading. Attainment in writing is below average. However, it is improving securely and at a faster rate than the national trend. School data, confirmed by inspection evidence, show that the improving trend in attainment is set to continue.
- A high proportion of pupils attain the expected levels in English and mathematics in national tests at the end of Key Stage 2. However, although the proportion of pupils attaining the higher levels is growing, it is still not as high as it should be because not all teaching sets work that is hard enough to challenge more-able pupils.
- The vast majority of pupils make the progress expected of them. The proportion of pupils who do better than this has grown since the previous inspection and compares favourably to national figures. Again, school data, supported by inspection evidence, show that this trend of improvement is set to continue unabated.
- Disabled pupils and those who have a statement of special educational needs, including pupils who are hearing impaired, make good progress and achieve well because of the highly effective support that they receive from teaching assistants and specialist support teachers.
- The achievement of pupils who are known to be eligible for the pupil premium has improved significantly because their progress is checked with a much sharper focus and support is tailored closely to their needs. Attainment for these pupils is in line with that of other pupils nationally and other pupils in school who are not known to be eligible for pupil premium funding.
- Most of the large number of pupils who speak English as an additional language make good progress and achieve well because teaching is sensitive to their needs and because of the good support they receive. However, teaching does not always explain clearly enough important words for each lesson, nor does it check that all pupils understand them fully. This sometimes causes confusion and slows progress for some pupils whose English is still developing.
- All groups of pupils achieve well, including pupils from ethnic minority backgrounds, because of the school's strong and effective commitment to equality of opportunity for all pupils.
- Attainment in reading at the end of Key Stages 1 and 2 is average. It has improved since the previous inspection because the teaching of phonics (letters and the sounds that they make) is good. The range of reading material has been improved and this has resulted in pupils reading more widely and with greater enjoyment.

The quality of teaching is good

- Teaching in the classes for vulnerable two-year-olds is outstanding. In the Nursery it is consistently good. It provides children with a good range of activities both indoors and outside that capture their interest and enables them to make rapid progress. In Reception, while most teaching is good, some requires improvement because it is not well planned and does not have a sharp enough focus on children's needs. As a result, progress for some children slows.
- In Key Stages 1 and 2 most teaching is good and some, especially in Years 5 and 6, is outstanding. Its quality has improved since the previous inspection because leaders and managers check its quality more accurately and use the outcomes to tailor training for staff, with a sharp focus on tackling weaknesses.
- Good teaching is well planned. There is a good variety of activities in lessons to keep pupils interested. It uses information about pupils' progress and abilities to match activities to pupils'

needs, although sometimes more-able pupils find the work too easy. Good teaching is lively and checks on pupils' progress and understanding regularly in lessons to tackle any misapprehensions or lack of understanding. Teaching assistants work well with class teachers to provide support.

- Where teaching is outstanding, it matches work exactly to pupils' needs and makes sure that work for more-able pupils is hard enough to stretch them. In one outstanding Key Stage 2 English lesson for example, the teacher outlined the most important words at the start of the lesson and checked that all pupils understood them. The teacher then set activities of differing levels of difficulty for different groups of pupils. The pupils understood exactly what was expected of them and tackled the work with great enthusiasm. All made excellent progress as a result.
- In the small amount of less successful teaching, teachers spend too long explaining activities to the whole class when more-able pupils are ready and itching to get on with things by themselves. Opportunities to involve pupils actively, for example in class discussions and role-playing, are missed and this slows the rate of progress in developing pupils' ability to speak with accuracy and confidence.
- Teachers mark pupils' written work regularly. Their comments are consistently helpful in showing pupils the steps they need to take to improve their work.
- Pupils who are hearing impaired are supported very skilfully in class and in one-to-one sessions with the result that they make good progress.

The behaviour and safety of pupils are good

- Pupils behave well. Most are proud of their school and enjoy their learning. As teaching has improved, so has attendance, which is now average and improving.
- Pupils have positive attitudes to learning. Occasionally, however, their interest wanes and off-task chatter grows when teaching does not fully engage their interest.
- The team of learning mentors provides very effective support for all pupils, and especially the high proportion of pupils who join the school at other than normal times, frequently speaking little or no English or with attendance or behaviour problems. These pupils settle quickly and their attendance and behaviour improve. Their needs are assessed accurately and their progress is checked regularly so that most make good progress.
- Pupils say that bullying of any kind is rare and that it is dealt with quickly when it happens.
- Pupils feel safe in school. They know what situations might be risky and how to handle or avoid them. They are fully aware of the potential dangers posed when using the Internet.
- The breakfast-club is well attended. It provides pupils with a substantial breakfast free of charge. It is well supervised and safe.
- Pupils' good behaviour, their deep respect for other cultures and religions and their equally deep respect for those who may be different show how well the school caters for pupils' spiritual, moral, social and cultural development.

The leadership and management are good

- Since the previous inspection, leaders and managers, including the governing body, have grasped the bull by the horns to tackle weaknesses in teaching and hold teachers more closely to account for pupils' progress and achievement. This is resulting in better teaching and better achievement. It is giving the school undoubted capacity to continue to improve.
- Performance management has been toughened up. Targets have been made more demanding and expectations have been raised successfully. The link between performance and salary increases has been firmed up. Staff are fully aware of the link between improving outcomes for pupils and salary progression. Leaders and managers are equally aware that that some teaching

still requires improvement and that further work is necessary to improve its quality.

- Leaders and managers know how well the school is doing and where it could do better. Planning for future improvement is of good quality. It is based on specific priorities with a sharp focus on measuring progress at regular intervals. Teamwork in the pursuit of improvement is strong across the school.
 - The stimulating curriculum matches pupils' needs well. Increasingly it provides pupils with opportunities to write at length across a range of subjects in their topic work. This is driving up standards in writing. There is a good range of extra activities outside the classroom that are popular with pupils.
 - The school works closely with parents, the vast majority of whom are pleased with the education it provides for their children.
 - Leaders and managers are strongly committed to providing equality of opportunity and tackling discrimination of any kind. The harmony of the school community and the good achievement of all groups of pupils is proof of their success.
 - Procedures and policies for safeguarding are fully in place and give no cause for concern.
 - The local authority has provided good support to help the school improve. It has provided strong support for the headteacher and middle managers to improve their effectiveness and for teaching staff in developing their teaching skills. Following the improvements that have taken place, and being satisfied that they will be sustained, the local authority is now providing light touch support for the school.
 - **The governance of the school:**
 - The governing body knows the school well and uses information astutely to compare the school's effectiveness with that of other similar schools locally and nationally. It provides good support and challenge in the quest for improvement. It knows how good teaching is and what needs to be done to improve it further, including the importance of performance management and its link to pay progression. Governors regularly take part in training to keep their skills up to date. They have a good handle on the school's finances and not only ensure that pupil premium funding is used appropriately, but check on its impact on the achievement of pupils known to be eligible for its receipt.
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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	105686
Local authority	Oldham
Inspection number	400791

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair	Rick Varey
Headteacher	Nye Goodwin
Date of previous school inspection	5 July 2010
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