

Stanstead Nursery and Primary School

Stanstead Avenue, Rise Park, Nottingham, NG5 5BL

Inspection dates

19–20 March 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.

- Achievement has improved considerably in the last year. Pupils make good progress and reach average levels of attainment by the end of Year 6.
- Teaching is good; some is outstanding especially in the Early Years Foundation Stage. Well-planned lessons capture and build on pupils' enthusiasm for learning.
- Good relationships mean pupils work well together and become keen and confident learners by the time they reach Year 6.
- Disabled pupils and those who have special educational needs, also those for whom the school receives the pupil premium, make good progress because they are supported effectively.
- Teachers mark work to a good standard. This ensures that pupils know what they need to do to improve and how to reach their targets.
- Teachers and teaching assistants work well as a team. They are enthusiastic and work hard to make their classrooms and lessons as interesting as possible.
- Behaviour is good. Pupils behave well in lessons, and say that they feel safe and enjoy school.
- Effective action by the headteacher and governors has improved teaching and raised achievement. A rigorous system to analyse the progress of different groups is enabling the school to further speed up rates of learning in English and mathematics.

It is not yet an outstanding school because

- Teaching is not consistently outstanding. Lessons are sometimes directed too much by the teacher and pupils do not always have opportunities to take responsibility for their own learning.
- The role of subject leaders is not fully developed so that they do not contribute as much as they could to school improvement.
- The most-able learners are not always fully challenged in lessons.

Information about this inspection

- Inspectors observed 19 lessons or part lessons, three of which were joint observations with the headteacher. In addition, inspectors made other visits to classes, sampled activities where pupils were being supported in small groups, looked at pupils' workbooks and listened to pupils read.
- Meetings were held with senior and subject leaders, school staff, two members of the governing body and a discussion took place with a representative of the local authority.
- Inspectors talked to pupils in lessons about their work and talked to two groups of Year 6 pupils.
- Inspectors took account of the 27 parental responses to the online survey (Parent View) and spoke to large numbers of parents during the school day.
- Inspectors took account of the 13 questionnaires returned by members of staff and looked at the school's website.
- Inspectors observed the school's work and examined a range of documents, including the school's own records of pupils' progress and attainment, monitoring documents, records relating to the performance management of staff and those relating to behaviour, safeguarding and attendance.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Beverley Strange

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils for whom the school receives the pupil premium, which is additional government funding provided for children looked after by the local authority and those known to be eligible for free school meals, is above the national average.
- The proportion of pupils supported through school action is average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been a number of staffing changes and turbulence over the last two years.

What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion becomes outstanding by ensuring that:
 - more-able learners are consistently challenged to achieve their very best through matching work exactly to their needs
 - pupils' develop greater independence so that they are encouraged to take even more responsibility for their learning
 - the outstanding practice that already exists across several classes is shared in the school so that teachers can learn from each other.
- Improve the leadership and management of the school still further by:
 - developing the role of subject leaders so that they are better able to contribute to self-evaluation and school improvement
 - simplifying the data tracking systems so that assessments are taken quickly into the classroom and used to increase the rate of pupils' progress.

Inspection judgements

The achievement of pupils is good

- When children start school, their skills are below those typical for their age, especially in their personal development and communication and language skills. During their time in Early Years Foundation Stage, children make good progress because they are keen to learn and their early communication and number skills develop quickly. Children apply these skills well and they settle quickly into school life.
- Pupils make good progress from Years 1 to 6 and progress speeds up in the later stages of Key Stage 2. Since the previous inspection, the headteacher has worked hard to improve achievement, which has risen as a result and pupils' progress is good across the school.
- Pupils leave Year 6 with standards in mathematics and reading above expected levels. In writing, they have been broadly average but are improving quickly for current pupils. Progress for the more able in reading, writing and mathematics is lower than normally seen because teachers' expectations and the pitch of lessons is sometimes too low for them.
- Many of the older pupils have a good understanding of the level at which they are working. Pupils like the targets set for them by teachers to improve reading, writing and mathematics. These focus their efforts and contribute well to their progress.
- Progress in reading is good. Right from Nursery, children have a secure grasp of a range of things they can do to extend their reading skills. Children learn to recognise letters and the sounds that they make (phonics) in the Early Years Foundation Stage and through Years 1 and 2. They learn to blend sounds and build words confidently. Older pupils read with expression and use their reading skills to research information, as seen in the work done on volcanoes.
- Provision for disabled pupils and those who have special educational needs is well organised and closely directed to their individual needs, such as when they work in small groups or receive carefully planned additional support in lessons and outside the classroom. Consequently, they progress well and are fully included in all activities.
- Those entitled to the pupil premium funding receive well-targeted additional adult support such as the extra teaching assistant support in Key Stage 1 to support reading skills. These are boosting their achievement and ensure that pupils known to be eligible for free school meals and those who are looked after by the local authority progress well so that any gaps in their results compared with their classmates have closed markedly. In reading, writing and mathematics they are doing as well as their classmates.

The quality of teaching is good

- The overall quality of teaching is good across the school. Teaching has improved since the previous inspection but it is not yet outstanding because not enough lessons are outstanding. Closer checks on teachers' work by the headteacher has resulted in training, which has built the confidence of staff.
- Teaching in Early Years Foundation Stage is a strength of the school. A notable feature is how well teachers enable children to use letters and sounds to help them read.
- Where teaching is good, teachers have good subject knowledge and use effective questioning to

engage pupils. Teachers make learning challenging and fun. For example, in an upper Key Stage 2 English lesson on the use of personification in writing, pupils were totally engaged and keen to demonstrate their learning to each other. There was a good level of challenge. The lesson concluded with a clever use of games that increased pupils' engagement.

- Occasionally in a small number of lessons, the more able in both English and mathematics are not challenged enough and teachers' expectations of what they can do limits their progress. Opportunities to extend pupils' thinking are limited by the teacher doing too much of the work and failing to give pupils opportunities to take control of their own learning and move more quickly on either individually or in groups.
- Marking is good across the school and especially in writing. Pupils say that this helps them to make quick gains. This has resulted in writing in Key Stage 2 being in line with the national average and improving quickly for current pupils.
- The school's 'progression wall', which displays writing from the Early Years Foundation Stage right through to Year 6, cleverly shows the improvements being made in writing and celebrates pupils' progress across the school.
- Teaching staff are knowledgeable and support pupils well, promoting their good achievement. Disabled pupils and those who have special educational needs, including those with behavioural and emotional difficulties, benefit hugely from the variety of well-thought-out approaches used to help them learn.

The behaviour and safety of pupils are good

- In lessons and around the school, pupils behave well. They enjoy their work and cooperate well. This was clearly seen in a Reception lesson where the teacher was reading the story of 'Jack and the Beanstalk'. Children excitedly discussed with each other what they felt about the book and how they might have acted if they were Jack.
- There is generally a positive approach to learning with pupils wanting to do well. This plays an important part in pupils' good levels of progress.
- Pupils have a strong sense of right and wrong. The school's system for managing behaviour is clear and applied consistently. Pupils know and understand the rules and routines of the school very well.
- When asked if they feel safe in school, pupils were unanimous in saying that they do. They do not regard bullying as an issue and understand that it may take many forms. Year 6 pupils said that on the rare occasions that bullying happened, adults took this very seriously and it was quickly dealt with. Year 6 pupils could confidently say what being safe online means and how important 'strong' passwords are when using computers.
- Pupils enjoy learning and parents endorsed that their children are happy in school. As a result, attendance is average when compared with national figures and routines are in place to check attendance and the importance of arriving to school on time.

The leadership and management are good

- The headteacher and governors have high expectations of the staff. The most recent information

about pupils' progress shows an overall improvement in the school's effectiveness.

- The headteacher and governors have set a clear direction for further improvement. Leaders have an accurate view of the priorities for improvement, which form the basis of school self-evaluation.
- Teaching is good because of the headteacher's timely actions to tackle weaker teaching. There are good systems for checking the quality of teaching. As a result of her checks on teachers' work, the headteacher has gained a clear and accurate picture of the strengths and weaknesses in teaching across the school. She has taken effective action to support teachers, which has resulted in their improved performance. Decisions about teachers' pay are firmly based on an evaluation of the quality of their teaching.
- The school's system for tracking pupils' progress is extensive and allows the school to carefully analyse how well different groups are doing. At times, the tracking data becomes over complicated and is not easy to interpret quickly so that assessments can be made immediately available to staff and especially subject leaders.
- Although leadership is good, subject leadership is not fully developed and teachers who lead subjects are not taking an effective part in developing school self-evaluation in English and mathematics. This is preventing pupils making even quicker progress in all areas of learning.
- Pupils are enthusiastic about their learning because subjects and topics support them very well. Links with the local community help to strengthen pupils' spiritual, moral, social and cultural development such as the visits to the church at Rise Park and the Year 5 trip to London and the Science Museum. Pupils are excited about their bird boxes where a camera enables them to see what is happening. They are quick to tell adults how many birds and eggs are in the boxes and they use new technology well to keep an eye on developments.
- Arrangements for safeguarding meet all statutory requirements. The school is safe and the site is secure and maintained very well.
- The school promotes equality of opportunity well, promotes positive relationships and is quick to prevent any discrimination. Individual pupils' progress is reviewed termly to ensure that the level of challenge is appropriate. As a consequence, pupils who are at risk of falling behind receive the help they need to catch up quickly.
- The school works well with parents and they express positive views about the school. Parents appreciate the work of the staff. One parent commented to inspectors that 'What the school has done for my child has been amazing.'
- The local authority provides very effective support, for example, in staff training and reviewing the school's performance. The authority has an accurate view of the school.
- The governance of the school:
 - Members of the governing body are very committed to the school and ensure that pupils are safe and enjoy their learning. Governors visit the school and have developed effective links with subject leaders that have increased their awareness of the school's performance. They give freely of their time. Their understanding of performance data is good and they are aware of how well pupils' achievement compares with that nationally. An example of this is their determination to raise the numbers of pupils achieving the higher levels in English and mathematics. The governing body has not been afraid to make difficult decisions or to hold the school to account for pupils' standards and progress or for the

quality of teaching. Governors know how pupil premium funding is used and that it is having a positive impact on achievement. The governing body understands the link between pay and the performance of teachers. Because of this, governors have a good grasp of the school's strengths and weaknesses and what is needed to improve further.

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	122508
Local authority	Nottingham
Inspection number	406096

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	200
Appropriate authority	The governing body
Chair	John Matthews
Headteacher	Patrica Vladev
Date of previous school inspection	14 September 2010
Telephone number	0115 9156300
Fax number	0115 9156301
Email address	headteacher@stanstead.nottingham.sch.uk

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