

Stanford Junior and Infant School

Cooper Lane, Laceby, Grimsby, Lincolnshire, DN37 7AX

Inspection dates 19–20 March 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although there is some good teaching in the school, teaching is not of a consistently high quality to ensure that pupils make good progress throughout the school.
- In some classes, information teachers collect about what pupils can do already is not fully used to make sure work is at the right level for all groups of pupils.
- In some classes, pupils are given insufficient guidance on how to improve their work.
- Too few opportunities are provided for pupils to develop, use and apply their writing and mathematics skills in subjects other than English and mathematics.
- Checks to ensure that all staff adopt a consistent approach to teaching and learning, such as how pupils' work is marked or how pupils' work should be presented, are not yet rigorous or systematic. This results in inconsistencies in teaching.
- Subject leaders do not have enough responsibility for their roles.

The school has the following strengths

- Pupils enjoy school and levels of attendance are above average. All staff are fully committed to providing a caring environment in which pupils feel safe and happy.
- Pupils behave well around school. They also behave well in lessons, especially in those lessons where a lot is expected of them.
- The school is improving. Many parents recognise the strong start made by the new headteacher who is starting to drive change effectively with the support of the staff.
- The governing body has an accurate view of the school. Better information is helping governors become more effective in challenging the school to improve.
- Rates of progress in the Early Years Foundation Stage are improving and this year, more children are on track to exceed average standards by the end of the Reception year.

Information about this inspection

- Inspectors observed eight teachers in Years 1 to 6, mainly for full lessons, including two joint observations with the headteacher. In addition, inspectors made a number of shorter visits to lessons in the Early Years Foundation Stage and to see particular aspects, such as the teaching of reading or pupils being taught in small groups. A range of other school activities including playtimes, lunchtimes and an assembly was observed.
- Inspectors scrutinised pupils' past and current work in all classes and listened to pupils read.
- Meetings were held with school leaders and other staff, members of the governing body and with a representative of the local authority.
- Documents, including school development planning and reports showing the school's view of its own performance, safeguarding documents and policies, and records relating to behaviour, safety and attendance were inspected. A range of information on the performance of the school in comparison with other schools nationally was also analysed.
- The views of 20 parents who completed the online questionnaire (Parent View) were analysed. Discussions were held with 29 parents of a total of 39 children at the beginning of the second day of the inspection. The results of a recent school survey of parents' views were also taken into account.
- Inspectors received the views of staff through discussions and also through analysing 14 responses to the inspection questionnaire. They received the views of pupils through both informal and pre-arranged discussions.

Inspection team

Roger Sadler, Lead inspector

Additional Inspector

Alan Chaffey

Additional Inspector

Full report

Information about this school

- Stanford Junior and Infants is an average-sized primary school. Almost all pupils are White British and speak English as their main home language.
- A below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils whose parents are in the armed forces and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or who have a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The new headteacher took up his post in September, at the start of this school year.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently at least good by ensuring that:
 - pupils in all classes are given clear guidance throughout lessons on how to improve their work
 - marking is improved, especially in mathematics
 - information teachers collect about what pupils can do already is fully used to make sure work is at the right level for all groups of pupils
 - all lessons proceed at a brisk pace to ensure pupils concentrate well.
- Make sure that pupils make at least good progress in English and mathematics by:
 - providing more opportunities for pupils to develop, use and apply their writing and mathematics skills in subjects other than English and mathematics
 - placing less reliance, especially in younger classes, on published worksheets in mathematics and placing more emphasis on investigative and independent work
 - improving pupils' presentation of work.
- Improve leadership and management by:
 - carrying out regular checks to ensure that all staff adopt school policies on teaching and learning, such as how pupils' work is marked or how pupils' work should be presented
 - improving the deployment of teaching assistants and extending the range of programmes of additional support for pupils at risk of underachieving
 - reviewing the impact of the pupil premium funding to check that it is helping pupils to learn at a good rate
 - extending responsibility for leadership and management by improving the quality of subject leadership
 - ensuring that senior leaders' lesson observations consistently focus on the progress and achievement of different groups of pupils.

Inspection judgements

The achievement of pupils requires improvement

- The achievement of pupils requires improvement because pupils do not make consistently good progress throughout the school.
- Many children join the Early Years Foundation Stage with knowledge and skills that are typical for their age. More children are making good progress this year than in previous years and more are on track to attain above-average standards by the end of the Reception year, especially in reading.
- In Years 1 and 2, rates of progress vary between classes, depending on the quality of teaching. Although teaching of letters and sounds in younger classes is helping pupils to make the expected rate of progress in reading, pupils are sometimes not enabled to do their best because their reading books are too easy for them. Last year's Year 2 national assessment results were below average but pupils' work and school records show that pupils are attaining average levels this year in reading, writing and mathematics.
- In Years 3 and 4, rates of progress are again inconsistent in different classes. Where progress is best, the teacher takes careful account of pupils' prior learning and arranges special support for those who do not quite 'get it'.
- Pupils make expected progress in Year 5 and progress in Year 6 improves. By the end of Year 6, standards in reading, writing and mathematics are average.
- The school has not undertaken a recent evaluation of the effect of its spending of the pupil premium. However, national assessments indicate that between 2011 and 2012, the gap between the attainment of those known to be eligible for free school meals and other pupils became wider in Year 2 but closed in Year 6.
- Disabled pupils and those with special educational needs make similar progress to their peers in the various classes. The school provides sound additional support for these pupils but opportunities are sometimes missed to accelerate their learning because the deployment of teaching assistants is not fully effective.
- Pupils' presentation of work is too variable throughout the school and expectations are not consistently high. Sometimes standards of presentation have deteriorated this year and pupils are allowed to take too little pride in their work.

The quality of teaching requires improvement

- Although there is some good teaching in the school, teaching requires improvement overall because the quality of teaching is not sufficiently consistent to ensure that pupils make good progress in all classes.
- In some classes, teachers do not sufficiently analyse work during the lesson, nor do they continually guide pupils where and how they can improve particular aspects of their work. Also, at times, especially in mathematics, marking does not show pupils exactly what they need to improve and comments are not followed up to ensure the required improvements are made.
- Teachers collect extensive information about the learning of each pupil, especially in reading, writing and mathematics. This information is not consistently used to ensure that pupils are given work which is pitched at the right level to help them make good progress.
- Although teachers check pupils' understanding of what they are learning during lessons, they do not always adapt their plans and teaching when pupils find the work too easy or too hard. Consequently, some pupils, especially in whole-class sessions, already understand what is being taught and others find it too difficult.
- Some teaching assistants, for example in Year 6, help pupils accelerate their learning. However, teaching assistants are often not fully deployed, particularly during whole-class sessions, and opportunities are missed, for example, to withdraw groups of pupils who already understand

what is being taught so that they could do harder work.

- Good behaviour and relationships can be observed in almost all lessons, helping pupils concentrate well and enjoy their learning. Pupils find almost all lessons interesting and they respond well to teachers' efforts to make the curriculum engaging and lively. The exception to this is on the rare occasions when the pace of lessons slows and a few pupils become restless and lose concentration.

The behaviour and safety of pupils are good

- Pupils say they enjoy school and feel safe and secure in school. They also act with careful regard for the safety of others. During the inspection, pupils were invariably polite and well behaved and pupils' and parents' views indicate that this is almost always the case. Pupils were very keen to tell inspectors that bullying is rare in their school and also showed a clear understanding of what kind of behaviour constitutes bullying. They know how to use the internet safely.
- Pupils' enjoyment of school and confidence in staff are reflected in a long-standing track record of above-average attendance, which is being maintained this year, despite a higher-than-typical level of illness around Christmas.
- Many older pupils enjoy taking on additional responsibilities as buddies or as prefects. The many opportunities they are given to take part in the life of the school provide effective ways to extend their social and moral development. Their spiritual and cultural development is also good, enhanced by the school's curriculum which gives appropriate priority to developing these aspects.

The leadership and management require improvement

- Leadership and management require improvement because subject leaders are not sufficiently engaged in checking the quality of teaching and learning. In addition, the feedback that leaders give to teachers following lesson observations does not place sufficient emphasis on the progress made by different groups of pupils in the class.
- The new headteacher has a clear and accurate overview of the strengths of the school and of which areas are most in need of improvement. Appropriate guidance and training are given to staff to help them improve their teaching. However, follow-up checks to ensure that guidance and policies are consistently adopted are lacking, resulting in variations in the quality of teaching.
- The headteacher has very quickly won the full support of staff and parents. An important initiative since September is the holding of regular meetings with each class teacher to check that each pupil in the class is doing his or her best. These meetings are helping all staff to see how they are accountable for the progress of pupils in their classes.
- Because teaching assistants are not fully effectively deployed, the school lacks a comprehensive range of additional programmes to accelerate the progress of pupils with special educational needs, or of pupils at risk of underachieving.
- The school has yet to undertake an analysis of what difference its spending of the pupil premium funding has made to the achievement of pupils who are eligible for this funding.
- Many parents recognise that communication has much improved this year and welcome what they describe as 'an open-door approach'. They say the headteacher is accessible, takes whatever suggestions are made seriously and quickly takes action where possible.
- Relationships, behaviour, safety, pupils' personal development and their attendance are well managed. The curriculum for personal development is strong and pupils' spiritual, moral, social and cultural development is well promoted.
- The curriculum is broad, interesting and varied. For example, all pupils benefit from sports coaching throughout the year, older pupils learn French and the school has good links with other cultures in Europe, including residential visits to France.

- However, there are not enough opportunities for pupils to apply their mathematical skills to problem-solving activities nor to use their mathematics and writing skills in other subjects. In some classes, too much of the mathematics curriculum comprises completing published worksheets and too few investigations and independent work are undertaken. This sometimes limits learning, especially of more-able pupils.
- The school does not tolerate discrimination and pupils are treated equally well. Pupils treat one another, adults and visitors with respect and courtesy.
- The school's responsibility for safeguarding is taken very seriously by staff and governors and current requirements and training in this aspect fully meet requirements.
- The local authority has worked with the new headteacher to identify local sources of advice and support. It is too early to evaluate the impact of this work but the headteacher reports he is finding such links valuable.
- **The governance of the school:**
 - Governors are fully committed to seeing the school improve. They are well trained and knowledgeable about how to use national data to compare the performance of the school with others nationally. They use this information well to challenge and support the school. They appreciate the extensive range of information they have received this year, including on the quality of teaching, and use this information to challenge senior leaders to bring about necessary improvements. Their priorities are appropriate and expectations are high. The governing body shows a clear understanding of exactly what needs to be improved to fulfil its intention of ensuring that Stanford becomes a good school in the future. Governors fully understand that systems to check the performance of teachers must support the quality of teaching and be related to any increases in pay. They are aware of the need for an analysis to be undertaken of the effect of the pupil premium funding.

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

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| Unique reference number | 118015 |
| Local authority | North East Lincolnshire |
| Inspection number | 405739 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 249 |
| Appropriate authority | The governing body |
| Chair | Val Brumfield |
| Headteacher | Mark Wrigley |
| Date of previous school inspection | 8 June 2011 |
| Telephone number | 01472 318003 |
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