

Stanley Common CofE Primary School

143 Belper Road, Stanley Common, Ilkeston, DE7 6FS

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- Pupils' progress in English and mathematics is uneven because teaching is not consistently good.
- In a few lessons pupils do not move on in their learning quickly enough, or have enough time to practice what they have learnt, which slows down their progress.
- The work teachers set in some lessons is not always challenging enough. More-able pupils are not always given work that makes them think or work hard enough.
- Teachers' marking does not always challenge pupils to produce work that is neat and grammatically correct.
- Pupils are not always required to correct errors in their work and so learn from their mistakes.
- Pupils are not given enough opportunity to apply their numeracy skills in subjects other than mathematics.
- The targets set for teachers to improve their effectiveness are not linked closely enough to the impact of teaching on pupils' progress.
- Some pupil premium spending is too general to have a clear impact on the progress of pupils for whom this money is intended.

The school has the following strengths

- The headteacher provides determined leadership and has taken decisive action to tackle weak teaching.
- Pupils make good progress in the Early Years Foundation Stage and Key Stage 1.
- Pupils' good behaviour and attitudes to learning contribute to the strong sense of community in the school.
- Pupils' learning benefits from a wide range of experiences and activities which promote their spiritual, moral, social and cultural development well.

Information about this inspection

- The inspector observed teaching and learning in eight lessons. Most lessons were observed jointly with the headteacher. The headteacher also joined the inspector in making a number of short visits to classrooms and in reviewing pupils' work.
- Pupils were observed at break and lunchtimes.
- The inspector held discussions with the headteacher, staff, pupils and the Chair of the Governing Body. He met with some parents and carers at the start of the school day.
- Groups of pupils of different ages were heard reading.
- The inspector took account of seven responses to the staff questionnaire. There were insufficient responses to the online questionnaire Parent View to enable them to be viewed.
- He looked at the school's policies, teachers' plans, samples of pupils' work, school improvement planning and records on behaviour and safety. He also looked at information on individual pupils' progress and teachers' performance and records of meetings held by the governing body.

Inspection team

Kenneth Thomas, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- Pupils are taught in four mixed-age classes: Reception and Year 1, Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- Virtually all pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium is average. This is additional government funding for particular groups, such as pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average as is the proportion 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 in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is good or better by making sure that:
 - as soon as pupils understand what they are going to learn, they are given more time to work without interruption, thereby moving their learning on at a faster pace
 - the work set for pupils provides the right level of challenge, particularly that set for those capable of reaching higher levels
 - in the day-to-day marking of pupils' work the expectations of the presentation of pupils' work are consistently high and that pupils are provided with opportunities to correct errors.
- Improve pupils' progress and raise their achievement in mathematics by increasing opportunities for them to apply and develop their numeracy skills across a wide range of subjects.
- Improve leadership and management by:
 - making sure that the targets for teachers to improve their practice are clearly linked to measurable improvements in pupils' progress
 - reviewing pupil premium spending so that it is specifically focused on the needs of the pupils for whom it is intended and has a positive impact on their progress and attainment.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils **requires improvement**

- Achievement requires improvement because the progress that pupils make across Key Stage 2 is uneven. The good progress made in Reception and Key Stage 1 is not built upon in later years.
- While standards in writing at the end of Year 6 in 2013 rose to above average, standards in reading and mathematics dropped to below average. As a result, too few pupils made the expected progress from their starting points in English and mathematics.
- Improvements in teaching in the upper years are having a positive impact with better progress now being made. However, in some lessons, progress is slowed because pupils are not given the right level of work, particularly pupils capable of reaching higher attainment levels.
- Small cohort sizes make comparisons with national figures unreliable. This was the case with the school's result in the 2013 reading test, for example. Inspection evidence shows that progress and standards in reading are better than those indicated by the test results. However, progress in mathematics is less strong than the progress now being made in English. This is because pupils are not always fully challenged and do not have enough opportunity to apply their number skills across a wide range of subjects.
- Results in the Year 6 grammar, punctuation and spelling test in 2013 were well below average. Action taken by the school to tackle this is already having a positive impact on standards.
- Achievement in the Early Years Foundation Stage is good. Children enter the school with skills that are generally below what is typical for their age, especially in speaking and listening. They make good progress and by the time they start Year 1 most are confident learners and have skills that are more typical for their age. Good progress continues in Key Stage 1, particularly in writing, and standards are often above average at the end of Year 2.
- The school's results in the 2013 Year 1 phonics (letters and the sounds they make) screening check were above average because of the effective teaching of phonics.
- Disabled pupils and those who have special educational needs generally make progress in line with their classmates because the work is planned carefully to meet their needs. While the progress of pupils eligible for the pupil premium is comparable to that of their classmates, there is no evidence that the use of this additional resource is accelerating their progress in English and mathematics. There are too few pupils to compare attainment levels without identifying individuals.
- Pupils enjoy physical activity. Their physical skill development is enhanced through well taught physical education lessons that provide them with both individual and collective adventurous challenges.

The quality of teaching **requires improvement**

- Although weaker teaching has been tackled some inconsistencies remain. As a result, there is not enough good or better teaching and most pupils make expected rather than good progress overall.

- Where teaching requires improvement, the same work is given to all pupils with not enough regard for different ability levels. As a result, some pupils find the work too easy while for others it is too hard.
- Occasionally, all pupils are given the same lengthy explanations by the teacher, when higher-ability pupils in particular are capable of moving on more quickly. When this occurs, the pace of learning slows and progress suffers.
- Teachers do not make enough use of the opportunities that arise to reinforce the development of pupils' numeracy skills in subjects other than mathematics.
- There is inconsistency in teachers' day-to-day marking of pupils' work. While there are examples of very effective marking, the expectations communicated through the marking of pupils' work are not always high enough. Also, pupils are not always required to correct the things the teacher indicates were wrong so pupils do not learn from their own mistakes.
- Teachers' good classroom management is based on positive relationships between staff and pupils and between pupils themselves. These promote good attitudes to learning. Pupils are willing to listen, share ideas and try their best for their teachers.
- The most effective teaching occurs where learning is well planned and the teacher makes clear exactly what pupils are expected to learn. For example, in an English lesson with Year 5 and Year 6 pupils, good progress was made in using impersonal language in creative writing because the work was well planned to stimulate and engage pupils of all ability levels.
- In Reception, children are encouraged to talk about their learning. In one session, for example, children were earnestly engaged on a variety of activities related to 'Jack and the Beanstalk'. The teacher took every opportunity to extend children's numeracy skills through questioning about the 'gold coins' and 'beans' they were handling.
- Though the effective teaching of phonics, pupils' speaking, listening, reading and writing skills are linked and developed systematically. The teaching of disabled pupils and those who have special educational needs is well planned, and teaching assistants are used to good effect and make a good contribution to pupils' progress.
- The additional support provided for pupils entitled to pupil premium funding ensures their progress in English and mathematics is comparable to their peers.

The behaviour and safety of pupils are good

- The vast majority of pupils behave well in and around the school. They are friendly and very caring of each other. This was seen, for example, in the sensitive and constructive way in which Year 3 and Year 4 pupils gave feedback to each other as they rehearsed their roles in preparation for the forthcoming school play.
- Pupils concentrate well in lessons and are enthusiastic about their learning. These positive attitudes are contributing to the better progress that is now being made. Their enjoyment and love of learning is demonstrated by their above average attendance and punctuality to school and to lessons.
- Although infrequent, there are incidences of misbehaviour. Teachers manage such behaviour well and pupils in turn respond positively to the school's system for rewarding good behaviour.

Pupils, parents and carers, and staff are positive about the standards of behaviour.

- Pupils say that they feel safe in school. They have a reasonable understanding for their age about different kinds of bullying, including cyber bullying, and are adamant that bullying is extremely rare. They have complete confidence that adults will sort out any minor fallings out that may occur.
- Pupils play an active part in school life. They are keen to take on responsibility and contribute to the school community through, for example, the school council, sports council or 'young leaders' at lunchtimes. Roles such as these contribute well to their personal development.

The leadership and management requires improvement

- The headteacher is providing effective leadership based on an accurate evaluation of the school's performance. With effective support from the Chair of Governors, firm action has been taken to tackle weaknesses in teaching in the later years of Key Stage 2. The consequent improvement seen in teaching and pupils' progress demonstrate the school has the capacity to go on improving.
- The priorities identified in the school improvement plan are appropriate. While there are still inconsistencies in teaching, management action to tackle weaknesses is beginning to secure improvement.
- Procedures for managing the performance of teachers and setting targets to improve their work are in place. However, the targets set are too general and do not relate directly enough to the impact of teaching on pupils' achievement. An improved system for tracking progress has been introduced. This provides the information needed to hold teachers to account for pupils' progress more rigorously.
- Experienced subject leaders are provided with the training and support needed to carry out their roles effectively.
- The curriculum provides pupils with a range of experiences that enrich their learning. Through music, art and visits to places of interest, including residential visits for older pupils, pupils gain a greater understanding of the wider world. Pupils' social, moral, spiritual and cultural development is promoted well, particularly the development of pupils' understanding of religious and cultural diversity in modern Britain.
- The school makes good use of the additional primary sports funding to enhance provision through, for example, the employment of specialist sports coaches. These coaches provide additional sports clubs and work effectively alongside teachers to develop pupils' physical skills. The impact is already seen in pupils' enthusiastic participation in a variety of games and sporting activities.
- The school receives good support from the local authority in the monitoring and evaluation of its performance and training to support drive for improvement.
- **The governance of the school:**
 - Although under-strength, the governing body is very supportive and fully committed to ensuring the school's future success. Governors manage funding conscientiously and ensure that statutory duties are met, including those relating to safeguarding of pupils. All necessary checks are carried out to ensure pupils' safety. Governors understand the importance of

ensuring that decisions about teachers' pay are closely linked to performance and responsibilities. With support from the local authority, governors are gaining a greater understanding of the implications of comparative measures of pupils' progress and achievement, and how these relate to strengths and weaknesses in teaching. As a result they are becoming better informed and more able to challenge the school about its performance. While governors know how the income received through pupil-premium funding is spent, they are less secure in their understanding of the impact that this spending has on pupils' progress.

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	112855
Local authority	Derbyshire
Inspection number	427285

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

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	69
Appropriate authority	The governing body
Acting Chair	Susan Beardmore
Headteacher	Susan Gillott
Date of previous school inspection	4 November 2010
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