

Stanville Primary School

Stanville Road, Birmingham, B26 3YN

Inspection dates 22–23 January 2014

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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The Nursery and Reception classes are well managed and children make good progress from very low starting points. Attainment is rising in all subjects in Key Stages 1 and 2 due to the rapid progress of all groups of pupils.
- Teaching is now typically good with some that is outstanding. This is leading to higher achievement.
- Leaders track pupils' achievement closely and ensure that if they require additional support in order to improve their learning, this is provided as quickly as possible.
- Attendance is above average because pupils enjoy coming to school.
- Pupils behave exceptionally well, feel safe and are very proud of their school.
- Leaders and governors have an accurate view of the school's strengths and areas to be developed further. This enables them to continue to improve teaching and pupils' achievement.
- Parents and carers are very positive about the school and praise the staff's commitment to their children.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Work does not always challenge pupils at the right level. This means that occasionally it is too hard for some or too easy for others.
- Work is well marked but not all teachers make sure that pupils do not repeat mistakes, so that the quality of their work improves.

Information about this inspection

- The inspectors observed 15 lessons, four jointly with the headteacher and two with the deputy headteacher. In addition, inspectors listened to pupils read and observed a number of groups receiving additional support from teachers and teaching assistants.
- Meetings were held with pupils, a range of staff, the Chair of the Governing Body and four other governors, and a representative of the local authority.
- The inspectors took account of the 12 responses from parents and carers to the online questionnaire (Parent View), along with the school's own feedback from parents. They also met with parents and carers informally during the inspection.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' attainment and progress, safeguarding documents, and records relating to attendance, behaviour and bullying. They also met with pupils and talked with them about their views of the school.

Inspection team

Elaine Long, Lead inspector

Additional Inspector

Liz Kissane

Additional Inspector

Full report

Information about this school

- Stanville Primary School is an average-sized primary school.
- The proportion of pupils who are known to be eligible for free school meals or in the care of the local authority, for which the school achieves additional funding from the government (the pupil premium), is well above average.
- About two thirds of the pupils are White British with the rest coming from a number of minority ethnic groups. About a quarter of the pupils speak English as an additional language, though few are at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. An above-average proportion is supported through school action plus or with a statement of special educational needs.
- The school does not meet the government's current floor standards; these set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in all year groups so that rates of progress continue to increase and standards rise by:
 - matching activities to pupils' different abilities so work provides challenge for all pupils at the right level
 - making certain through marking that pupils do not repeat mistakes and the quality of their work improves.

Inspection judgements

The achievement of pupils is good

- School data show that pupils in the current Year 6 are on course to reach broadly average standards in reading, writing and mathematics by the end of the year, from low starting points on entry to Year 3. These current figures show that pupils are making good progress, and similar information from school tracking show that pupils in all year groups are making good and sometimes better progress.
- Children enter the Early Years Foundation Stage with skills and knowledge well below those typical for their age. They make good or better progress because they are taught well and benefit from exciting learning experiences. The Nursery and Reception teams monitor what the children can and cannot do, and ensure that they provide work which will challenge them and move them to the next level. The teaching of phonics (linking letters with the sounds they make) is good and children enter Year 1 as confident learners, but with a below-average proportion reaching a good level of development.
- In the 2013 Year 1 national screening of pupils' knowledge of the sounds that letters make (phonics), the proportion of pupils reaching the nationally expected level was above average.
- Standards in the Year 2 National Curriculum tests in 2013 were below average overall. They have fluctuated over a number of years, but the 2013 results were the highest the school has achieved for several years. The headteacher has set challenging targets for all pupils. Accelerated progress across Key Stage 1, from low starting points, means that current Year 2 pupils are on track to reach broadly average standards by the end of Year 2.
- The pupils who sat the 2013 Year 6 tests did not do as well as current pupils. Their attainment when they entered Year 3 was very low, and the lowest the school has seen for a number of years. Forty per cent had special educational needs. Standards were also affected by a number of pupils joining the school partway through Key Stage 2, and at the end of the key stage they remained well below average. In reading, the proportion of pupils exceeding expected progress was higher than the national figure, but in writing and mathematics it was below. Overall progress was in line with national averages, but just below average on the measures used for floor standards. Pupils from minority ethnic backgrounds and those who speak English as an additional language made progress at similar rates to other pupils.
- In 2013, the attainment of pupils in Year 6 who were eligible for the pupil premium fell below that of other pupils by four terms in reading, three in writing and five in mathematics. The gaps were wider than in the previous year; about a quarter of the eligible Year 6 pupils had joined the school during Key Stage 2. Gaps are now closing across the school.
- The headteacher has implemented a rigorous system to check pupils' progress and current data show that in all year groups, and across all subjects, pupils supported through the pupil premium are now making good to outstanding progress. In Key Stage 1, the attainment gaps between eligible pupils and others are minimal; the situation is similar in Year 5. In Year 6, eligible pupils are continuing to make good to outstanding progress and gaps are closing quickly. Currently, they are nearly three terms behind in reading, two and a half in writing and just under two in mathematics.
- The school tracks the performance of the more-able pupils carefully. Currently in Year 6 these pupils are making good progress in reading and mathematics and outstanding progress in writing. In other year groups they are making good to outstanding progress in all subjects.

- The tracking of disabled pupils and those who have special educational needs is done very well. Their needs are identified early and support is quickly provided to help them make good progress in their learning. The effectiveness of this support is also regularly reviewed. Currently, the majority of these pupils are making good or better progress.

The quality of teaching is good

- Good use is made of the computer facilities within the school. A mathematics lesson on the length of rivers was delivered using computers and pupils needed to use much of what they had already learned in geography to be able to complete their tasks. The teacher ensured that all pupils were challenged by the work and they were encouraged to investigate and speculate. Pupils displayed very high levels of concentration, applied their mathematical skills very effectively and all made good or better progress.
- All adults have high expectations of pupils. In lessons, speaking and listening lie at the heart of all learning. The use of 'talk partners' is successful and pupils listen to one another, cooperate well and know how important it is to be sensitive to one another. They are encouraged to choose the best words possible to describe what they want to say. They speak confidently in small groups but also when talking to the whole class. They know their opinions and comments are valued. They enjoy it when they are encouraged to make choices about the ways in which they learn.
- Pupils know what level they are working at and what their target is. Each piece of work in their books is preceded by a clear explanation of what the pupils are expected to know, understand and be able to do. Pupils like this. The school's marking policy is used well by all teachers but some do not always point out to pupils when they make repeated mistakes that lower the overall quality of their work.
- Lessons are exciting and move quickly. Teachers and teaching assistants ask questions skilfully to check what the pupils have understood, and then move them on to the next step. In some lessons, pupils are encouraged to choose from a number of tasks of varying difficulty. Pupils of all abilities really like being given the opportunity to challenge themselves. In some lessons, however, the level of difficulty, especially for the more able pupils, is not always matched well to the pupils' abilities. At other times, some pupils are given work that is too hard for them.
- In a lesson on fairy stories the pupils were encouraged to watch a short film excerpt, listen carefully and identify some of the techniques used. Effective questioning by the teacher and teaching assistants then led to a series of very perceptive and imaginative answers from the pupils. Their use of technical language and their ability to explain in such detail showed deep thought and understanding. Pupils' questions of one another showed that they had grasped some very complex ideas about how film works.
- Every day there are times built into the lessons where pupils are given opportunities to apply the skills of numeracy, reading, writing and problem-solving that they have learned. Such careful planning and regular reviews of what is being taught means that pupils are continually developing their skills, and this prepares them well for the next stage of their learning. Writing is an area where pupils' progress has been slower in the past and standards lower. Recent additional training for staff in writing and increasing opportunities for pupils to develop their skills in this area are clearly beginning to show impact.
- The teaching of early reading is well organised and methodical. The sounds that letters make (phonics) are taught in ways which interest and motivate the pupils. As a result pupils continue

to make good progress and attainment in reading continues to rise.

- The classrooms are bright and well organised with good-quality wall displays which provide helpful prompts to aid pupils' learning. The corridor displays celebrate pupils' work, and encourage them to enquire about the world they live in and their role in it. This helps pupils to value their work and strive for excellence. The library creates a very calm and peaceful retreat where pupils can lose themselves in a good book. Every class has 'reading champions' who read and review books and make recommendations for others.
- The use of classroom assistants and other adults to support learning is planned consistently across the school. They have a clear view of the purpose of the work and support pupils effectively so that all are making rapid progress and developing confidence at the same time.

The behaviour and safety of pupils are outstanding

- Pupils have outstanding attitudes to their learning. In lessons they show a strong engagement with their work and an enthusiasm for learning which contribute strongly to their good and improving achievement. They support one another well in group work, taking it in turns to make contributions. When working without direct help from adults, pupils do not give up when the work becomes more difficult; they try harder, determined to do their best. They are confident learners who want to do well and appreciate the help they are given. Relationships between staff and pupils are very positive.
- The behaviour of pupils is outstanding in and around the school, in assemblies, and at break and lunchtime. Pupils treat themselves and others with respect. They are polite, friendly and courteous. They feel a part of the school and are proud to belong to it. They want to take on additional responsibilities, for example as assembly monitors, mentors to younger pupils, or belonging to the school or eco councils.
- The school's effective approaches to responding to pupils' emotional needs and development have had a significant effect on improving behaviour. Pupils have a strong sense of right and wrong. They enjoy belonging to a school where everyone gets along with one another, understanding and respecting one another's differences. They know that the way they conduct themselves and the positive attitudes that they show contribute enormously to this real sense of community and their academic success.
- The school's work to keep pupils safe and secure is outstanding. Adults take a strong stance against bullying. In lessons and assemblies the school teaches pupils about different types of bullying, including cyber bullying. Pupils interviewed knew what to do if they were bullied because they are given very clear guidance. They report that bullying is rare and would be well dealt with were any to occur. They feel the school is a friendly and supportive place where they feel safe, and parents strongly support this view too.
- Throughout lessons and assemblies, pupils are given the skills they need to manage everyday risks for themselves. For example, they know how to use the internet safely, and they are aware of the dangers associated with the road, fire and talking to strangers. They are clear who to go to in the school if they feel worried or upset. All parents and carers who responded to Parent View or the school's own questionnaire agree that their children feel safe and happy at the school.
- Parents enjoy being invited into the school, whether it is to work alongside children in class, or to watch plays, concerts or assemblies. They talk about their children being happy, becoming

more confident and well prepared for the next stage in their education.

- The school uses a wide range of strategies to support pupils and families who experience difficulties. Parents and carers are very grateful for the level of support they receive and the difference this makes to their children.
- Attendance is rising year by year and is now above average. The school uses very clear processes to ensure that this continues, and the work it is doing with families is proving very successful and really valued. The actions of the recently appointed team of a family and pastoral support worker have been extremely effective so that currently the school no longer has any persistent absentees.

The leadership and management are good

- Strong leadership and effective teamwork are resulting in pupils making more rapid progress and their attainment rising. The headteacher, other leaders and governors have worked hard in their drive to improve teaching and raise achievement further. There is a common sense of purpose amongst the staff and morale is high.
- Leaders' regular lesson observations, followed by detailed feedback, have ensured that teaching is now typically good with an increasing amount that is outstanding. The management of teachers' performance is detailed and rigorous and teachers are held to account fully for pupils' progress and achievement. There are clear links between pay increases and pupils' performance.
- Subject leaders track and review the performance of pupils with individual teachers regularly and ensure that additional support is provided quickly for pupils who might need extra help. Senior leaders have ensured that areas which need improvement are quickly addressed. Recent training in mathematics and writing is having a real impact, as evidenced in rising attainment in these areas.
- An exciting programme of lessons, combined with a wide range of activities and visits, provides pupils with opportunities to explore and learn about their world, what others believe and why. Pupils say that the trips to the Ikon Gallery, Birmingham Museum and the ballet give them experiences they might not otherwise have had. The school encourages them to investigate and find answers for themselves. Pupils enjoy these challenges and are becoming well equipped to take a full and active role in the diverse community in which they live.
- The school has a wealth of partnerships within the local community and beyond, and these excellent links have a very positive impact for all members of the school. Staff work closely with the local network of schools to share best practice. Work with local businesses in the 'Give and Gain' programme provides pupils with an insight into the world of work.
- The school has a clear plan to use the primary sports funding to employ specialist teachers to train existing teachers and teach physical education across a cluster of schools. This is working well and teachers feel more confident delivering lessons. They plan to provide high quality training for volunteers, parents and carers to run sports teams, after-school clubs and organise sporting events, and also to pay for transportation and access to local leisure facilities for weekly lessons. It is too soon for leaders to have gauged the impact of this spending.
- The local authority's involvement in the school has been one of offering guidance to the headteacher. It has confidence in the leadership and its capacity to improve the school further.

■ The governance of the school:

- Governors know the school's strengths very well, and what still needs to be done. They are in school regularly, meet with staff and check the school's work very thoroughly. The new style headteacher's report to governors is structured in a similar way to their self-evaluation and is extremely detailed, allowing the governors to ask probing questions. They work closely with leaders. They have a good knowledge of how well the school performs in comparison with other schools. Governors have a strong understanding of what the data on pupils' progress are showing them. They check that the headteacher is setting appropriate performance management targets for teachers, rewarding good teachers and challenging underperformance. They also offer invaluable support. They make sure that the funds available through the pupil premium are used well to improve achievement, analysing assessment data for different groups of pupils termly in subjects and year groups. The governing body makes sure that all statutory requirements are met, including those for safeguarding children.

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	103257
Local authority	Birmingham
Inspection number	431111

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	226
Appropriate authority	The governing body
Chair	Fran Stevens
Headteacher	Susan Middleton
Date of previous school inspection	10 May 2012
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