

Stanwick Primary School

Church Street, Stanwick, Wellingborough, NN9 6PS

Inspection dates 18–19 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- Teaching is not consistently good. Teachers' expectations of what pupils can achieve vary.
- The most able pupils are not always sufficiently challenged to reach the highest levels of attainment in national tests.
- Some pupils do not receive enough advice on how to improve their written work. Teachers are inconsistent in how well they make sure pupils follow-up and act upon their guidance.
- Teachers sometimes do not expect work of sufficient quality when pupils are writing in subjects other than English.
- Leaders and managers have not had time to secure and sustain recent gains in pupils' progress and attainment.
- Some subject and other leaders are not yet having maximum impact in driving improvement in their areas, especially for the most able pupils.

The school has the following strengths

- The acting headteacher has worked very well with staff to improve teaching and raise standards this year.
- Unpublished results of national tests in Year 2 and Year 6 in 2014 were above average.
- Pupils' behaviour is good and they feel safe at school.
- Children get off to a good start in the early years.
- The governing body holds leaders to account well and uses its expertise to support the school's work.

Information about this inspection

- The inspectors observed teaching in all classes, often jointly with the acting headteacher.
- Members of the inspection team heard pupils read and, together with the acting headteacher and deputy headteacher, looked closely at samples of pupils' work. They considered work from both the current academic year and from the previous year.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families. They considered the information on the school's website.
- Meetings were held with groups of pupils chosen at random. Discussions were held with: senior leaders, subject leaders, teachers and other staff; the Chair and vice chair of the Governing Body and another governor; and a telephone call was held with a representative from the local authority.
- The inspectors took account of the 51 responses to the online questionnaire, Parent View, and spoke informally to parents in the playground. They also considered several letters from parents.
- The inspectors considered all the staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Marie Heinst

Additional Inspector

Full report

Information about this school

- Stanwick is smaller than the average-sized primary school. It is consulting on taking on academy status.
- Almost all pupils are White British.
- The proportion of pupils supported by the pupil premium (which provides additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is below average.
- The proportion of pupils with a statement of special educational or with education, health and care plans is below average.
- The school has had an acting headteacher since June 2013 in the absence of the permanent headteacher, who left the school at the end of August 2014.
- The school meets the current government floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.

What does the school need to do to improve further?

- Make teaching consistently good by:
 - making sure work challenges all pupils
 - having high expectations of what pupils produce and achieve
 - giving pupils helpful feedback to improve their written work and making sure they act upon it.
- Raise achievement in writing and mathematics by ensuring that:
 - the most able pupils reach the highest levels of attainment
 - teachers expect the same quality of writing in other subjects as they do in English.
- Improve the effectiveness of leadership and management by:
 - securing and sustaining the gains in teaching and pupils' progress achieved this year
 - developing subject and other leaders so that they ensure that provision in their areas has the maximum impact, especially on the most able pupils.

Inspection judgements

The leadership and management requires improvement

- Even though there has been much improvement under the acting headteacher, leadership and management are not yet good because teaching is not yet consistently good and there is no outstanding teaching. Books show that pupils' progress has been inconsistent at times.
- Subject and other leaders are beginning to have a positive impact on their areas of responsibility as a result of training and support. They are increasingly driving improvement, although not to maximum effect because they have not yet ensured that the most able pupils reach the highest levels of attainment.
- Since joining the school, the acting headteacher has brought about rapid improvement in teaching and pupils' progress. This is as a result of a clear understanding of what needs to improve and a relentless vigour in driving forward necessary changes.
- The acting headteacher has successfully worked with staff and parents, who share her vision for all pupils to fulfil their potential, thus ensuring equality of opportunity.
- The acting headteacher has introduced a new tracking system which clearly shows how well pupils are doing and enables the senior leadership team to hold teachers to account for pupils' progress. Regular meetings consider their success, and focus on supporting any pupils at risk of falling behind.
- The acting headteacher has made sure that all teachers have challenging targets for pupils' progress and whole-school improvement and regularly reviews their progress towards them. Leaders and governors ensure that pay rises are clearly linked to successful teaching. In this way leaders, managers and governors know the strengths and weaknesses of the school well.
- The school is effectively adopting the new requirements of the National Curriculum. An interesting range of topics and subjects engages pupils, including French. The curriculum is well enriched with a programme of visits and visitors, including a Tudor trip to Sulgrave Manor and a science visit to the National Space Centre in Leicester. Pupils go on residential visits locally, and further afield to Shropshire.
- There is a good range of clubs including golf. The primary sports premium is spent on specialist coaching for pupils and staff, additional resources and training for lunchtime supervisors. It also pays for membership of the local sports partnership with other schools. The impact of this is that pupils' performance in sport and team work has improved and clubs are well attended. There has been an improvement in pupils' health and well being.
- Parents have welcomed the changes introduced by the acting headteacher. Several commented on how they had seen recent improvements in their children's progress and enjoyment of school. All those who responded to Parent View said that their children were safe at school.
- As the school was previously judged to be good, the local authority had not been that involved, but has provided more support in the past year for leaders and managers in developing their roles.
- **The governance of the school:**
 - Governors are well informed about how well the school is doing. They have challenged school leaders rigorously about their impact on improving the school and have taken a strategic view for its long-term future. They have clear knowledge of data. Governors commissioned their own external review of governance this year and have acted upon the findings. They make regular visits to school to check its work and bring a good degree of expertise in education and other fields. They understand how the pupil premium is being spent and the impact it is having and take an active role in setting targets for the acting headteacher. They ensure that all safeguarding arrangements meet requirements.

The behaviour and safety of pupils are good

- Behaviour is good. The senior leadership team has introduced a new behaviour policy which pupils understand and follow. Records show that the number of incidents has reduced considerably and pupils report that behaviour has improved.
- Pupils have positive attitudes to learning in lessons and respond well to teaching, particularly when it fires their imagination. They behave well around the school, and show consideration in the fairly cramped playground. Parents say that behaviour has improved this year.
- The school's work to keep pupils safe and secure is good. Pupils say that bullying is rare and that it is dealt with effectively by the acting headteacher. Some parents referred to their children having experienced bullying in the past but say this is no longer a problem. They have every confidence in the acting headteacher to resolve any situations that may arise.
- Pupils develop a good understanding of values through assemblies and subjects. They have been focusing on friendship and what makes a good friend. They enjoy the opportunity to represent the school in sport and the arts, which brings them a sense of identity and pride.
- Pupils have a growing appreciation of British values, such as democracy, for example through elections as house captains and consideration of the Scottish referendum on independence. They have a good understanding of other cultures and faiths through special focus days, visitors and visits to places of interest and worship.
- Pupils say they feel safe in school. They know about different types of bullying such as cyber bullying and how to stay safe on the internet.
- Attendance has risen to above average, reflecting pupils' increased enjoyment of school.
- Behaviour is not yet outstanding because occasionally pupils do not concentrate as much as they could in class and do not show a real thirst for knowledge.

The quality of teaching requires improvement

- Teaching has improved over the past year but is not yet consistently good. An analysis of pupils' work from the current and previous academic years shows that teaching over time has varied. In some classes teachers' expectations of what pupils can produce and achieve have not been high enough.
- Marking is also inconsistent. Teachers do not always give pupils clear advice about how to improve their written work. Where teachers have made helpful comments they do not routinely check that pupils have acted upon them correctly.
- Sometimes the most able pupils are not given work that stretches them sufficiently and this hinders them from reaching the highest levels of attainment. At times they are expected to do the same work as other pupils, or sit through explanations they already understand. This is not a good use of their time.
- Teaching assistants have received good support and training over the past year and make a valuable contribution to pupils' learning. They work closely with teachers to plan appropriate activities that help pupils to keep up with their peers.
- Teachers generally make learning enjoyable for pupils and have established positive relationships with them. Year 5 pupils used their knowledge of Greek myths to write a playscript around 'Pandora's box', adding lively stage directions. They enjoyed sharing their ideas with one another and the class.
- Pupils each have their own target folder and know what they are aiming to achieve in reading, writing and

mathematics. This recent change is making them more aware of how well they are doing, although it is at an early stage of development.

The achievement of pupils requires improvement

- Until 2014, standards had been declining by the end of Key Stage 1 and Key Stage 2. Weaknesses in teaching meant that several different groups of pupils were underachieving and this was reflected in the published data of the time.
- Too few of the most able pupils reach the highest levels of attainment. This is because the work set for them is not consistently challenging. When it is too easy their progress slows. Pupils commented on occasions when they have found they have completed work quickly because it was not demanding enough.
- The acting headteacher, together with other senior leaders, has reversed the falling trend in pupils' attainment. In the past year progress has been much better. Standards by the end of Year 6 have risen considerably and are now above average.
- At Key Stage 1 standards in 2013 were broadly average in reading and writing and below average in mathematics. Unpublished results for 2014 show that attainment has risen by the end of Year 2 and is now above average in all subjects. However, too few pupils are attaining the higher Level 3 in mathematics.
- In most other year groups progress improved last year as weaknesses in teaching were tackled. However, there was still some underachievement in Year 3. Across the school, attainment rose rapidly for many pupils and gaps in attainment have been closing between different groups.
- Pupils join the Reception class with a wide range of skills that are broadly typical of those expected for their age. They are well prepared for Year 1 and in 2014 an above average proportion of pupils reached a good level of development in the different areas of learning.
- Disabled pupils and those who have special educational needs make similar progress to their peers. While some variations remain, the picture of their achievement is improving over time. This is because staff provide support that is increasingly targeted at pupils' specific needs. It is too soon to see the full impact of some of the changes introduced by the new special educational needs coordinator.
- In 2014 all pupils in Year 6 made good progress, including those supported by the pupil premium and the others. There were no gaps in their attainment with other pupils in the school or with other pupils nationally.
- Pupils are developing their understanding of phonics (the sounds that letters make) well. In the 2014 check the proportion of Year 1 pupils reaching the required standard rose significantly on 2013 to an above average level.
- Pupils enjoy reading and are well served by the attractive library housed at the heart of the school. They access a wide range of reading material and study texts related to their topics, such as Greek myths.
- A new approach to teaching writing with a focus on drama has raised standards and contributed to pupils' increased enjoyment of the subject. When pupils write in subjects other than English they do not always maintain the same standards and the quality and quantity of their writing declines. This is because teachers do not consistently have the same expectations of their written work.
- A revised calculations policy and renewed emphasis on promoting mathematics in practical ways has had a beneficial impact on pupils' numeracy skills. It has given them a greater understanding of number and enabled them to apply their knowledge to a variety of real-life situations.

The early years provision is good

- Children settle quickly and learn classroom routines smoothly. Good leadership and management of the early years ensure that staff know all children as individuals and quickly build up a picture of their achievements. This is supported by electronic records that are easily accessible to parents.
- Children make good use of the extensive learning areas, both inside and outdoors. They enthusiastically take part in a wide range of purposeful activities that promote their basic skills. For example, pupils enjoyed purchasing 'ice lollies' in the seaside souvenir shop.
- Children make good progress because staff have high expectations of them and adapt activities to suit their interests and needs. Children feel safe and are well cared for. They get on together well, take turns, and cooperate.
- Parents are very positive about their children's experiences. They take an active role in supporting their learning, for example through coming into school to share books with them, or contributing to their electronic learning journals.

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	121853
Local authority	Northamptonshire
Inspection number	448535

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Adele Rees
Headteacher	Rani Singh (Acting Headteacher)
Date of previous school inspection	22 September 2009
Telephone number	01933 623117
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