

# Stanton Road Primary School

Stanton Road, Bebington, Wirral, Merseyside, CH63 3HW

## Inspection dates

15–16 October 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is now good. Consistently good teaching is enabling pupils to do increasingly well and make at least good progress in all classes.
- Since the last inspection, pupils' attainment has risen. By the end of Year 6, standards in reading, writing and mathematics are now at least in line with the national average.
- Disabled pupils and those with special educational needs make good and sometimes outstanding progress from their different starting points.
- Gaps in attainment between disadvantaged pupils and others in the school have narrowed.
- Early years provision is good. Children settle quickly and develop very positive attitudes to learning, which they continue to show as they move up the school.
- Pupils are proud of their school. They feel safe and behave well in lessons and around school. Relationships with each other and staff are good.
- Parents hold very positive views of the school and the care it provides for their children.
- The headteachers are highly ambitious for the school. They are well supported by the deputy headteacher, staff and effective governing body.
- All leaders, including governors, have an accurate understanding of the school's performance. Actions taken by leaders have successfully improved the quality of teaching and raised pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is strong and greatly supports the friendly, purposeful ethos of the school. Pupils work extremely well collaboratively.
- Attendance has improved to above average.

### It is not yet an outstanding school because

- Achievement is not yet outstanding. Some pupils, particularly the most able, are capable of reaching even higher levels than they do now.
- Pupils do not always have time to act on the guidance given in marking and, at times, some are capable of producing more work when they are working independently.
- Priorities in school plans are accurate but targets and timescales are not sharp enough to allow leaders to check how well actions are bringing about improvements.
- Checks on the impact of the primary sports funding are not yet fully in place.

## Information about this inspection

- Inspectors observed 19 lessons or parts of lessons, two of which were undertaken jointly with the headteachers.
- The inspectors also looked at examples of pupils' work and listened to pupils in Years 1, 2 and 6 read. They observed the teaching of reading skills and talked to pupils about the books they have enjoyed and those that they were currently reading.
- Inspectors talked with pupils as they played at break times and visited the dining hall at lunchtime.
- Meetings were held with three groups of pupils and inspectors spoke to pupils about their work. Inspectors held meetings with four governors. They spoke to a representative of the local authority and met with members of the school staff. Both headteachers were in school for the duration of the inspection and met jointly with inspectors.
- Inspectors spoke to parents at the start of the school day. They took account of 31 responses to the online questionnaire (Parent View) and the school's own survey of parents' views. Inspectors also took account of 25 responses to staff questionnaires completed during the inspection.
- Inspectors observed the school's work and looked at a wide range of documentation, including the local authority's external review of the school's work, safeguarding documents, records of current standards and progress, the school's strategic plan and documents relating to pupils' behaviour and attendance. Minutes of governing body meetings and reports produced by the headteacher and other leaders were also considered.

## Inspection team

Lyn Pender, Lead inspector	Additional Inspector
Simon Bramwell	Additional Inspector
Anthony Buckley	Additional Inspector

## Full report

### Information about this school

- The school is larger in size than most other primary schools and the number of pupils on roll has risen since the last inspection. The early years comprises of two Reception classes. Pupils in Key Stages 1 and 2 are taught in mixed-age classes.
- Most pupils are White British. Very few pupils are at an early stage of learning to speak English as an additional language.
- The proportion of pupils supported through school action is below average. An above average proportion of pupils are supported at school action plus or with a statement of special educational needs.
- The proportion of disadvantaged pupils who are therefore eligible for support through pupil premium funding is average. This additional funding is provided for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- In the year since the last inspection, the school has experienced significant staffing changes, including changes in senior leadership and a number of staff absences due to maternity leave. Since November 2013, the school has been led by a headteacher partnership. Following a period of maternity leave the substantive headteacher returned to school on a part-time basis. She was joined by another headteacher appointed by the governors at that time who also works part of the week.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Before-and after-school clubs and a pre-school are provided on site by private providers. These provisions are subject to separate inspections.
- The school has Eco School Green Flag status and holds the Enterprise award.

### What does the school need to do to improve further?

- Further improve the quality of teaching in order to ensure that the rising trend in pupils' achievement continues by:
  - continuing to make sure that pupils, particularly the most able, are given the support and challenge they need to enable them to reach the higher levels
  - making sure that teachers provide enough time for pupils to make corrections and act on the advice given in marking
  - ensuring that teachers expect enough work from pupils when they work independently.
- Improve leaders' checks on the school's development plan further by making sure that sharp targets and timescales are set out for each priority.
- Make sure that leaders regularly check how well the primary school sports funding is improving the quality of physical education teaching and developing pupils' skills in a range of sports.

## Inspection judgements

### The leadership and management are good

- The two headteachers provide robust leadership. An unrelenting focus on improving standards has been established and has led to improvement in achievement which is now good. A strong sense of teamwork exists in the school and the headteachers are very well supported by the deputy headteacher, other leaders, staff and governors. The school has good capacity to improve.
- A strong caring ethos is evident and has a good impact on the daily life of the school. It places high value on developing pupils' basic literacy and numeracy skills, enjoyment of learning and building self-esteem. Equal opportunities are promoted well and discrimination of any sort is not tolerated.
- The school's view of its performance is accurate because it is based on thorough and regular checks of its work. Middle leaders now contribute well to improving the quality of teaching. Senior and middle leaders regularly review the quality of teaching. An effective and ongoing training programme supports teachers and teaching assistants in keeping knowledge up to date and sharpening skills. This has helped improve the accuracy of checks on pupils' progress and move the quality of teaching to good.
- The wealth of information about the achievement and needs of pupils is now used more effectively. Leaders meet regularly with teachers to discuss the progress pupils make. This enables swift action to be taken if pupils begin to fall behind or if their circumstances change and make them vulnerable. Staff are clearly held to account for the achievement of pupils in their care. Performance management and salary progression are linked closely and effectively to the quality of teaching and pupils' progress.
- School plans correctly identify the areas that need to improve, however, they do not always contain clear and measurable targets and timescales to enable all leaders, including governors, to check quickly that the actions taken are having the required impact.
- Pupils enjoy the way subjects are grouped together in topics. The new curriculum has been developed to reflect the required changes and the school is developing its preferred approach to the new assessment arrangements. A wide range of after-school activities, visits and trips and these contribute well to pupils' strong spiritual, moral, social and cultural development. Pupils are prepared well for life in modern Britain.
- Leaders have deployed the primary school sports funding in a number of ways. For example, a member of the teaching staff has been released to provide specialist physical education lessons in the Key Stages 1 and 2 classes. The funding is also providing other opportunities to improve the health and well-being of pupils, for example, by using specialist coaches to develop pupils' skills in football and netball clubs which take place after school. However, checks on this provision are not yet providing enough information to enable leaders to accurately judge the effectiveness of these changes for all pupils.
- Parents are highly positive about the school and the care it provides for their children. They feel well informed about how well their children are doing. Many spoke about 'Stanton Shares', an opportunity for parents to attend an assembly led by their children. The most recent opportunity was led by Year 5 who told parents about the coding they had been in doing as part of computing lessons. 'Stanton Shares' includes time for pupils to share their work with their parents.
- Since the last inspection, the local authority has provided a range of appropriate, well-targeted support which the school values.
- **The governance of the school:**
  - Governors have a very clear understanding of how the school is doing compared to national performance data. This is because they receive regular, accurate and comprehensive reports from school leaders and they analyse national performance data. Governors have reviewed their skills and have regularly accessed training. Governors are well informed; they skilfully and robustly hold the school to account.
  - Governors have a good understanding of the pupil premium and the impact of this funding on reducing the gaps in achievement for disadvantaged pupils. They are also aware of how the primary school sports funding is deployed but do not yet have enough information to fully check its effectiveness.
  - The governing body is well informed about the quality of teaching. Governors make sure that checks on staff performance are thorough. Leaders and teachers are set challenging targets linked to pupils' progress and school priorities; pay structure is firmly linked to targets.
  - Safeguarding arrangements meet requirements and are reviewed regularly by governors. For example, governors check that pupils are kept safe at playtimes; they record the bumps and other minor accidents pupils experience on a map of the playground and regularly review this to look for patterns.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good.
- Pupils are polite, friendly and courteous. They are proud of their school, greet visitors warmly and are keen to talk about their work and the way that the adults care for them and keep them safe.
- Pupils look smart in their uniforms; they take good care of their belongings and the school environment.
- Behaviour around school and in class is good. Pupils listen attentively to the adults and each other and enjoy the regular opportunities provided for them to work together in small groups.
- Pupils display positive attitudes to learning, talk enthusiastically about their lessons and are keen to do well. However, sometimes pupils, particularly the most able, are capable of producing more work when they are working independently.
- Pupils enjoy taking on responsible roles in school, for example, as members of the school council.
- Due to the concerted efforts of staff, parents and pupils, attendance has risen and is now above the national average. Parents are clear about the governing body's policy about taking holidays in term time.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils know about the different sorts of bullying, including those related to internet use and those that are prejudice based. Pupils told inspectors that, while name calling and minor bullying incidents do occur from time to time, they are confident that staff act swiftly to sort out any issues. The 'palm of support' strategy which brings together a group of adults and friends to support a child is valued by all. Pupils have good strategies to keep themselves safe at school and at home.
- Parents who spoke with inspectors, the school's analysis of the most recent questionnaires for parents and the results of Parent View, express confidence in the way the school cares for its pupils. Many parents mentioned how approachable they found staff to be. One parent summed up the views of many saying that the school has, 'an atmosphere of such care and concern'.

**The quality of teaching is good**

- Leaders' prompt and decisive action since the last inspection have led to improvements in the quality of teaching, which is now good. Inspection evidence, school records and work in pupils' books show that pupils in all year groups are making more rapid progress. Gaps in pupils' learning caused by a small amount of previously weak teaching are being overcome and more pupils are working at least at the standards expected for their age in reading, writing and mathematics.
- Positive relationships between pupils and adults in all classrooms contribute strongly to pupils' good learning and progress. Pupils are known as individuals and staff enjoy teaching them.
- Pupils learn well when work is engaging and set at the right level to meet their needs. As a result of actions taken by school leaders, teachers now have a more accurate understanding of the levels pupils are working at and use these and their good subject knowledge to provide activities that enable good progress to be made. However, sometimes the most able pupils complete the activities set and are not moved quickly enough on to work that further stretches their thinking and understanding; this prevents them making even better progress.
- Teachers give clear explanations of what pupils are expected to learn, so that they understand the purpose of the activities. Older pupils in particular know their individual targets and use these to improve their work.
- Well-trained teaching assistants, play a valuable part in aiding learning, especially for disabled pupils, those who have special educational needs and disadvantaged pupils for whom the school receives pupil premium funding. Working closely with class teachers, teaching assistants provide good support for pupils when they work in small groups and on a one-to-one basis. Pupils supported in this way not only progress well, but, as the school's data shows, are closing the gaps on their classmates successfully.
- Pupils enjoy the regular opportunities provided for them to work collaboratively. They are keen to share their ideas and listen carefully to each other's points of view.
- The school has revised and improved teachers' marking methods to ensure that pupils are given information about how work can be improved. The school has a clear 'find and fix' policy to enable pupils to respond to marking however, on occasion, pupils are not given enough time to make corrections or take the steps needed to improve their work.
- Early reading skills are taught effectively. Pupils learn in small groups and develop good strategies to

attack unfamiliar words.

### **The achievement of pupils** is good

- The improvements in teaching since the last inspection have ensured that the proportion of pupils making the progress expected of them in reading, writing and mathematics is at least in line with the national average. The proportion making better progress than expected at the end of Key Stage 2 is similar to the national average.
- At the end of Key Stage 1 standards have risen consistently over recent years. Pupils' attainment is at least in line with the national average in reading, writing and mathematics by the end of Year 2.
- Standards at the end of Key Stage 2 continue to rise and pupils reach at least the levels expected for their age by the end of Year 6.
- The proportions of pupils reaching the higher levels at the end of Year 2 and Year 6 are in line with the national average. A small number of pupils gained the higher Level 6 in mathematics and spelling and grammar at the end of Key Stage 2 in 2014.
- The most able pupils are doing increasingly well. As a result of improved teaching, they make at least good progress and reach above average standards. However, the school is aware that, at times, their progress is not as strong as it might be. This is because sometimes the work provided in lessons is too easy and learning is not moved on quickly enough. On occasion, teachers accept less work than some pupils are capable of and as a result progress is not as fast as it could be.
- In 2013, the attainment of disadvantaged pupils at the end of Year 6 was around two terms behind non-disadvantaged pupils in both the school and nationally. The attainment of disadvantaged pupils at the end of Year 6 last year improved and was closer to the non-disadvantaged pupils in the school and these pupils made good progress from their individual starting points. The pupil premium funding is deployed effectively. It is helping to close gaps in attainment across the school between pupils eligible for this funding and non-disadvantaged pupils.
- Disabled pupils and those who have special educational needs make the same good progress as other pupils. The provision for them is well managed and they are given work that is carefully tailored to meet their needs. Teaching assistants provide a good range of support, encouragement and challenge that helps them cope well with tasks, and to achieve well.
- Pupils have particularly good reading skills. The teaching of phonics (the sounds that letters make) is now consistently good. The outcomes of the phonics screening check for pupils in Year 1 in 2014 are above average, building on the above average 2013 results. By the end of Key Stage 2 in 2014, an above average proportion of pupils reach the higher standards in spelling and grammar and make more than the progress expected of them in reading. By Year 6, pupils are enthusiastic and fluent readers. They acquire a rich and varied vocabulary and use these skills and knowledge well to enhance their learning in other subjects.

### **The early years provision** is good

- Overall, children start in the Reception class with skills that are similar to those that are typical for their age. However, overall writing and spelling skills are generally lower and the range of ability children have when they start school varies from year to year. Children are cared for well and make good progress. They are well prepared for the Year 1 curriculum.
- The quality of teaching in the early years is good. Lessons are well planned and provide children with an exciting range of activities that encourage them to ask questions and explore and discover things for themselves. Staff skilfully make learning fun, challenging children to think and learn together. During the inspection, a group of children working in the outside area showed great perseverance. They organised themselves, with a little initial guidance from the class teacher, into an effective team to create a pathway made of crates and boxes. Then with much enjoyment, and the high levels of concentration needed to maintain their balance, they took turns to safely negotiate their construction.
- The needs of children who are disabled and those with special educational needs are catered for extremely well. Staff achieve the right balance between providing the support necessary for children to access all aspects of learning whilst enabling them to become independent learners. As a result, these children make good progress and some do even better than this.
- Early reading, writing and number skills are developed well. Teachers' plan well for all children, including those working at levels above those typically expected for their age. However, opportunities to help the

most able children make even more progress are occasionally missed when they work independently.

- The early years provision is led effectively by the deputy headteacher. Children's progress is checked regularly and recorded carefully in their 'Learning Journeys'. Parents are encouraged to share their observations of their child's development. Staff in the early years work as an effective team and there is strong commitment to helping parents support their children's learning.

## 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

<b>Unique reference number</b>	105006
<b>Local authority</b>	Wirral
<b>Inspection number</b>	451999

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	293
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Gordon
<b>Headteacher Partners</b>	Emma Neal and Danielle Vernon
<b>Date of previous school inspection</b>	15 October 2013
<b>Telephone number</b>	0151 334 1398
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