

Stanley Common C of E Primary School

143 Belper Road, Stanley Common, Ilkeston DE7 6FS

Inspection dates	19–20 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads by example. She is highly respected by pupils, parents, staff and governors and in the wider community.
- The headteacher and her staff pride themselves on the rich vein of care that runs through the school.
- Governors understand their strategic role in improving the school. They make regular visits to school to see it in action.
- Pupils make good progress from their starting points during their time at the school, including those who are disadvantaged and pupils with special educational needs and disability.
- Pupils enjoy learning and are proud of their school. Presentation of work is strong across the school.
- Pupils of all ages behave well around school and at different times of day, including lunchtime.
- The school's ethos and values are reflected in pupils' respectful and caring relationships with each other and adults. The pupils feel extremely safe and secure at school.
- Pupils are enthusiastic learners because the school's curriculum interests and engages them, while supporting their skills in reading, writing and mathematics. The provision of sports opportunities, in and beyond school, is strong.
- Parents are overwhelmingly positive about the school. They value the good relationships and quality of information they receive from teachers.

It is not yet an outstanding school because

- The headteacher, with the best of intentions, does not delegate enough responsibility to subject leaders and other staff to improve standards within their areas of responsibility.
- The quality of planning for the early years curriculum is inconsistent.
- Teachers do not plan enough opportunities for pupils to use and apply their knowledge and skills, particularly in reading and mathematics. Adults' questions do not consistently extend pupils' understanding.

Full report

What does the school need to do to improve further?

- Increase the impact of subject leaders by:
 - providing them with more opportunities to practise and to develop their leadership skills
 - identifying and delegating responsibilities clearly, so that they can hold colleagues to account for the achievement of pupils.

- Increase rates of progress for pupils, particularly in reading and mathematics by:
 - providing pupils with extended opportunities more regularly to use and to apply their learning
 - improving the quality of adults' questioning to ensure pupils are required to explain, to prove and to extend their thinking in order to deepen their understanding.

- Ensure that activities and experiences in the early years are carefully planned to motivate and engage the children and to develop all areas of the children's learning.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher provides the school with stability and a clear vision for improvement. The vision is underpinned by her determination to do the best for pupils and their families. Parents spoken to on the playground were keen to tell inspectors how well respected the headteacher is within the local community. She is unshirking in her belief that all pupils should leave the school with the skills to succeed in the next stage of education.
- The headteacher continually seeks ways to make the school better. Partnerships with other local schools are very positive and the school has benefited from the good quality of support it has received from the local authority and its educational adviser. This effective support has made a considerable contribution to improvements across the school.
- The morale of staff at the school is very high. The staff feel valued because they have worked together to create a shared vision to provide the highest possible standards of education and care for all of their pupils.
- Leaders' self-evaluation and plans for improvement accurately reflect the school. They identify the actions necessary to sustain and to improve the already strong outcomes for pupils. They have been effective in securing improvements since the last inspection.
- The roles of subject leaders are less well developed than those of senior leaders because the headteacher does not delegate enough responsibility. Subject leaders are not able to use their skills and knowledge to the full in improving the quality of teaching and learning in the school.
- The school's curriculum places a high emphasis on the development of the core skills of reading, writing and mathematics. Pupils are given opportunities to develop their skills in writing across other areas of the curriculum and this adds to their enjoyment of learning. For example, in key stage 1, pupils were enjoying finding out about Queen Elizabeth, discussing London landmarks and designing crowns in celebration of her 90th birthday. Pupils enjoy a range of visits and trips, including a regular residential trip, when they experience aspects of learning beyond the classroom.
- The school's strong ethos effectively supports pupils' understanding of British values and pupils of all ages have a very clear understanding of the importance of mutual care, tolerance and respect. Pupils appreciate the roles of responsibility that come with age and experience fundamental British values such as democracy through elections to the school council.
- Provision for pupils' spiritual, moral and social development is strong. This was evident in an assembly, when children were encouraged to reflect on the story of the blind man who was healed by Jesus. Children were skilfully guided to consider important messages and to apply these to themselves and their roles as British citizens. Children are involved in a range of fund-raising for local, national and international causes, including a local hospice, the Children's Society and Oxfam.
- The pupil premium is used effectively to ensure that disadvantaged pupils make at least good progress in their learning. Leaders have focused on the deployment of additional staff to give high levels of small-group and individual support for pupils who are at risk of falling behind.
- The physical education and sport premium is used particularly well to develop pupils' confidence and skills in a wide range of sports, such as cricket, gymnastics, multi-skills and trigolf. Pupils have a wide range of sporting opportunities, including after-school clubs, competitions and festivals. Teachers' subject knowledge is being improved, as they work alongside the specialist coaches.
- **The governance of the school**
 - Governors know the school well. They use information about pupils' attainment and progress to challenge school leaders. They visit the school regularly and take part in a range of monitoring activities, including visiting classrooms and looking at pupils' work to ensure that the headteacher's view of the school is accurate.
 - Governors have widened the range of skills available, since the last inspection. The wider range of skills has improved their capacity to influence and to support the work of school leaders in improving the school. The governors use their experience to scrutinise the wide range of information they receive and they challenge leaders appropriately.
 - Governors know their responsibilities in relation to safeguarding, the use of pupil premium and the physical education and sports grants. They use the management of teachers' performance to hold staff accountable.

- The arrangements for safeguarding are effective. Leaders work closely with other professionals and with parents to ensure that pupils are safe. Staff receive necessary training, including training recently on safeguarding, radicalisation and extremism, and on behaviour management. School leaders and all staff know about their responsibilities and are vigilant for any signs of pupils who may be at risk of harm.

Quality of teaching, learning and assessment is good

- The headteacher has high expectations of the staff and visits classrooms, checks books and talks to pupils regularly. She uses this information well to guide and challenge teachers. This has improved the consistency of teaching across the school since the last inspection.
- All teachers share high aspirations for all pupils, especially in terms of securing nationally expected levels of attainment. This is evident in the range of interventions and personalised support that are used to support pupils who are disadvantaged, or pupils with special educational needs and disability, and others at risk of falling behind. As a result, current assessment shows these pupils make good progress or better.
- Teaching of literacy, particularly writing, has historically been a stronger area for the school. This continues to be the case. Pupils write to a high standard and for a range of purposes across the school. Teachers plan effective sequences of lessons that motivate pupils and carefully develop their writing skills. Teachers give pupils precise feedback. This helps pupils to craft their writing carefully. For example, Year 2 pupils relished reading and sharing super riddles with adults and peers, taking on board feedback and refining their ideas.
- Teaching of reading is well structured and effective. Skills in phonics (letters and the sounds that they make) are well taught. As a consequence, the vast majority of pupils read fluently for their age and are keen to read. Opportunities are missed, however, to apply their reading in other subjects.
- Mathematics has rightly been identified as an area for improvement and teachers have received appropriate training to help them to improve the teaching of mathematics. Consequently, teachers are more confident about their subject knowledge and the key principles of a mastery curriculum. They plan careful and thorough lessons, which ensure pupils are now securing strong number and arithmetical skills across the school. For example, in a mathematics lesson, Year 6 pupils showed a thorough understanding of inverse functions, when explaining their reasoning about a 'try this challenge'. One of the pupils was able to challenge a fellow pupil's assertion that a division answer cannot be bigger than the starting number by pointing out that it can, 'If it's divided by a decimal'.
- Teachers have sound subject knowledge in mathematics now, but opportunities are missed to extend pupils' thinking through precise questioning and regular use of their knowledge of mathematics in other subjects.
- Teachers have worked together to update the school's marking policy. This is applied consistently, owing to regular joint 'book looks' to share practice and challenge inconsistencies.
- Teachers consistently ensure that pupils have the time and are required to respond to corrections and feedback for improvement. Consequently, pupils are clear about what they need to do to improve. Pupils make rapid progress in writing.
- Relationships between staff and pupils are caring and respectful. Pupils enjoy their learning because they know that their efforts are always valued. When asked what they liked about school, pupils consistently spoke highly of their teachers, describing them as 'lovely', 'wonderful', 'kind'.
- Parents hold all staff in high regard and are overwhelmingly satisfied with teaching at the school and the amount of homework their children receive.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils take pride in their work and in their school. They are keen to share their work with staff and others, and enjoy celebrating their own and each other's successes. A range of achievements is celebrated through the school's success board and golden cup award.
- Pupils have the opportunity to take on a range of responsibilities around school, including being elected to the school council. They undertake responsibilities with care and consideration. The sports ambassadors

are a particularly good example; they have led assemblies, organised a blind football tournament, and run clubs for other pupils.

- Pupils collaborate and work well together. Older pupils work particularly well with younger children.
- Pupils know about different forms of bullying and how to keep themselves safe, including when using the internet. Pupils struggle to identify incidents of bullying and trust adults to sort out any problems quickly.
- Pupils say that they feel safe and happy at school. They value the small-family feel of the school, saying, for example, that it is 'Like a family to everyone... It is small and that makes it special'. They feel listened to by adults, through sharing directly, or through worry boxes, and are confident that adults will deal with any issues.
- The parents who responded to the school's and Ofsted's questionnaires and with whom the inspectors spoke unanimously agree that children are happy, safe and extremely well cared for.

Behaviour

- The behaviour of pupils is good.
- Teachers and teaching assistants treat all pupils with dignity and respect, providing very effective role models for pupils. Pupils follow these high expectations, showing courtesy and consideration towards each other and adults, including those who are visitors in school.
- Pupils behave well around the school and on the playground. Their conduct was impeccable as they lined up and moved calmly to the playground during an unexpected fire drill.
- Pupils' overall attendance is now just above the national average. Pupils arrive promptly for school each day and incidents of persistent absence are few.
- Pupils' attitudes to learning are positive and their attention and engagement only wanes when teaching is not well matched to their abilities. Very occasionally, when not under direct adult supervision, the behaviour of a minority of pupils dips.

Outcomes for pupils

are good

- The most recently published information shows that historically, compared to national averages, pupils in key stage 1 have maintained good progress from their different starting points and pupils in key stage 2 all make expected progress in reading, writing and mathematics compared to national averages. Progress in writing is consistently better than national averages for all pupils, including those who are disadvantaged, and pupils with special educational needs and disability. Pupils' progress in writing is strong across the school.
- Children enter the Reception Year at levels of development that are just below those typical for their age. Since 2013, the proportion achieving a good level of development has been just above average. There is no pattern or trend to show consistent weaknesses in any area of development, or group of children.
- Achievement in the Year 1 national phonics screening is consistently at or above the national average and suggests steady progress from the end of the Reception Year.
- By the end of key stage 1, pupils' progress typically accelerates and they reach levels of attainment above national averages in reading and mathematics and well above average in writing.
- Although pupils in key stage 2 build on this good progress, so that all make expected progress in reading, writing and mathematics, the proportion of pupils making more than expected progress varies in different subjects. This was evident in 2015, when the proportions in writing were well above the national average, but the proportions in reading were just below and proportions in mathematics were well below.
- Work in pupils' books and current school assessments suggest that rates of progress for disadvantaged pupils and pupils with special educational needs and disability are at least good.
- Information on current pupils' progress for this year shows that all pupils are making good progress. Work in pupils' books suggests that strong progress in writing has been maintained and progress in reading and mathematics is now good.
- The school's success in securing strong basic skills prepares pupils well for their next stage of education. Parents rightly see this as a strength of the school.

Early years provision

is good

- A majority of children enter the Reception Year with skills and knowledge below those typically expected for their age. Over time, children's outcomes have been consistently above national averages and rose slightly in 2015. As a result, children are well prepared to start Year 1.
- Children are enthusiastic learners, who respond well to the range of tasks and experiences planned by the class teacher. The majority of children are able to concentrate for extended periods of time and show determination to complete tasks and solve problems. They cooperate with each other, showing that they can take turns while respecting the viewpoints of others. This was evident during their model making, when, donning hard hats, they happily hammered away, to join polystyrene successfully with golf tees and sticks. They enjoyed explaining their imaginative models.
- Children listen and behave well. They follow the good example of older pupils, who share the learning space.
- The teacher plans carefully for phonics and provides frequent opportunities for the children to use phonics when writing. She gives feedback and encouragement continually. Consequently, all children are making good progress in using their phonics, spelling common words, and using letter formation and basic punctuation.
- The teacher deploys other adults well and this ensures that all children make progress. The teacher plans equally carefully to ensure children make good progress in number skills. Children's development in expressive arts and design and their knowledge and understanding of the world is less strong than literacy and mathematics. This is because activities encouraging learning in these areas are less well planned.
- Assessment information for the current year indicates that the majority of children started the Reception Year with skills just below those typical for their age. Observations in learning journals show children are making good progress from their starting points.
- Safeguarding in the early years is effective. Children's relationships with staff are particularly strong, based on the sense of care that permeates the whole school.
- Parents are overwhelmingly positive about the good start their children make in the Reception class. They are confident that their children are safe and well cared for in this environment.
- The early years leader is also the class teacher and her leadership skills are not yet fully developed. She has identified appropriate priorities, but these are not precise enough to bring about consistent improvements.

School details

Unique reference number	112855
Local authority	Derbyshire
Inspection number	10001852

This inspection 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	58
Appropriate authority	The governing body
Chair	Susan Beardmore
Headteacher	Susan Gillott
Telephone number	0115 932 2437
Website	www.stanleycommon.derbyshire.sch.uk
Email address	info@stanleycommon.derbyshire.sch.uk
Date of previous inspection	4–5 December 2013

Information about this school

- This is a much smaller-than-average primary school, serving a small semi-rural village.
- Children in the early years attend full-time and are taught in the same class as older pupils in Years 1 and 2. There are two further mixed-age classes for key stage 2 pupils.
- The proportion of pupils supported through the pupil premium funding is in line with the national average. This funding provides extra support for those pupils who are known to be eligible for free school meals, or who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is well below the national average. Almost all pupils are of a White British background.
- The proportion of pupils who have special educational needs is below the national average.
- In 2015 the school met the current government floor standards, which are the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in eight lessons, including one observation carried out jointly with the headteacher. They observed the teaching of early reading skills and listened to pupils reading. They also talked to pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time.
- Inspectors held discussions with the headteacher and teachers with responsibility for mathematics, the sport premium, and the early years. They also spoke to representatives of the governing body and with a representative of the local authority.
- Inspectors met with the school council. They spoke to pupils on the playground and in lessons.
- Inspectors spoke to parents informally at the beginning of the day and took account of 12 responses to Ofsted's online survey, Parent View. They also took account of responses to annual pupil and parent questionnaires which were provided by the school.
- Inspectors looked at a range of documents including: the school's own self-evaluation of the quality of teaching and learning; the school's most recent information on the achievement and progress of pupils; information provided to families; information relating to the safeguarding of pupils; and the school's most recent data relating to the attendance and punctuality of pupils.
- Inspectors considered the range and quality of information provided on the school's website.

Inspection team

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Stephen McMullan, team inspector

Ofsted Inspector

Her Majesty's Inspector

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