

Inspection of a good school: Stanley Grove Primary and Nursery School

Aberford Road, Stanley, Wakefield, West Yorkshire WF3 4NT

Inspection dates:

27–28 February 2020

Outcome

Stanley Grove Primary and Nursery School continues to be a good school.

What is it like to attend this school?

The local community is at the heart of Stanley Grove School. The school's motto, 'Ready for school, ready for life,' is at the core of every decision leaders make. The headteacher and staff want all pupils to achieve their best and be future good citizens. Pupils and parents value the school's curriculum. Links to learning outside are part of every subject. One parent commented that, 'I continue to be impressed with how the school balances a focus on academic work with access to a wonderfully varied curriculum.'

Teachers expect pupils to do their best. Pupils are happy and enjoy coming to school. They appreciate everything the school has to offer. Most parents are supportive of the school and agree with their children that they are safe and well cared for.

Staff expect all pupils to behave well, and they do. Bullying is rare. When bullying does happen, pupils told me that staff are quick to sort it out. Adults support pupils to make the right choices. Pupils know which strategies to use if they ever feel angry. Pupils and parents told me that the recent 'Find Your Brave' mental health work gives them ways to deal with their worries.

What does the school do well and what does it need to do better?

The headteacher has made the curriculum a key focus since the last inspection. Staff have written the plans for learning. Curriculum plans show a clear sequence of learning from Nursery Year to Year 6. These plans contain what pupils should know.

Staff know the curriculum well. Pupils achieve well across the curriculum. Pupils know that staff have high expectations of their behaviour. Pupils listen well and act on adults' advice. Leaders have worked hard, and continue to do so, to refine the plans which teachers use to teach their lessons. They have recently made the vocabulary they want pupils to know clear across all subjects. Pupils are not yet fully familiar with the vocabulary that they need to remember. This affects their ability to make links across some subjects.

Leaders include the outdoors in the curriculum. For example, in the recent Stone Age work, pupils made charcoal and used this to draw. This broadens pupils' experiences and helps them to understand the local area.

The mathematics leader has created curriculum plans so pupils achieve the highest standards. Teachers teach mathematics well. They find out what pupils already know and choose activities to make sure that pupils gain a secure understanding of the subject. For example, Year 3 pupils told me they used their learning from Year 1 and Year 2 in their current multiplication work. Adults give examples for pupils. Pupils told me they find this useful to help them work independently.

Music is a strength. The curriculum gives all pupils the chance to learn to play a musical instrument and to enjoy a wide range of music. Pupils love singing. Across school, pupils compose, progressing from simple pictures to writing correct musical notation in Year 6. Year 2 pupils used the word 'pitch' and could give me examples to show understanding.

The headteacher's passion for reading and phonics means pupils make strong progress. Staff believe that reading is the key to future success. Pupils and parents understand why reading is important. Teachers choose a wide variety of books for pupils to read. Staff read to pupils every day. Reading leaders enjoy sharing stories with younger pupils.

Younger children get off to a great start in the early years. Children learn to sing a wide variety of well-chosen songs which contribute to the curriculum they study in later years. Teachers have high expectations from the start. By the end of the first week in Reception, teachers find out what sounds children can remember. Children read books that contain the sounds they know. Staff use assessment information well to help those children who need it. Teachers help weaker readers catch up quickly. Children remember their sounds and use them confidently.

Leaders ensure that pupils with special educational needs and/or disabilities learn alongside other pupils. This is an inclusive school. The special needs coordinator (SENCo) supports and challenges staff to provide work that matches pupils' individual needs. The SENCo works well with other professionals and parents to ensure that plans for pupils have clear targets. Pupils achieve well from their different starting points. They access a full, broad and balanced curriculum.

Pupils look forward to trips and visits. These bring learning alive. Many pupils enjoy taking part in competitions, for example in cross-country and netball. They enjoy taking on responsibilities from caring for the school chickens to working on the allotment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have created a strong culture of safeguarding. Staff have regular training. Adults know pupils and families well. Leaders ensure that pupils get extra help quickly if they need it. Leaders work well with other professionals. They are not afraid to challenge these professionals if they think pupils need more help.

The curriculum helps pupils understand risks. Pupils can talk confidently about staying safe online. They receive specific training across most year groups. Pupils talk positively about their first-aid training and know what to do in an emergency.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have reviewed their curriculum plans for ensuring that pupils build on and extend their knowledge and use of vocabulary as well as they could. The recent changes to these plans set out clearly what vocabulary pupils need to learn across subject areas in each year group. However, pupils are not using this important vocabulary sufficiently in making links across subjects. Leaders should ensure that pupils are able to build, remember and extend their vocabulary throughout the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 12–13 July 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108162
Local authority	Wakefield
Inspection number	10121872
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair of governing body	Kath Webster
Headteacher	Joanne Frost
Website	www.stanleygroveprimary.co.uk/
Date of previous inspection	12–13 July 2016

Information about this school

- The school is a smaller-than-average primary school.
- There is a breakfast club which is run by the school.
- The proportion of disadvantaged pupils is below average.

Information about this inspection

- I met with the headteacher, senior leaders, subject leaders and other members of staff. I also met with a group of governors, including the chair of the governing body, and spoke with a representative from the local authority. I took account of the 12 responses to Ofsted's staff survey.
- I did deep dives in these subjects: reading, mathematics and music. This involved a meeting with subject leaders, visits to a sample of lessons in these subjects and listening to pupils read. The deep dives also included scrutiny of pupils' books and other work. I discussed learning with teachers and pupils, following visits to their lessons.

- I observed pupils' behaviour in lessons and around the school, including at breaktimes and lunchtime. I gathered pupils' views about the school through formal and informal discussion.
- I scrutinised a range of documentation, including the school's self-evaluation and improvement plans and curriculum information.
- I looked at the checks the school makes on adults who work in the school. I talked to senior leaders responsible for safeguarding and looked at records of the actions they have taken to protect pupils at risk. I spoke to pupils to gauge how safe they felt and to what extent they know how to keep themselves safe. I also checked whether members of staff understand and abide by the school's safeguarding policy.
- I took account of the views of 59 parents who responded to Ofsted's online questionnaire, Parent View, and the 58 free-text responses.

Inspection team

Ian Clennan, lead inspector

Ofsted Inspector

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