

INSPECTION REPORT

STANION CE (VA) PRIMARY SCHOOL

Stanion, Nr Kettering

LEA area: Northamptonshire

Unique reference number: 122112

Headteacher: Mr John Walton

Reporting inspector: Mrs Julie Moore

Dates of inspection: 1st – 2nd October 2002

Inspection number: 248323

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Cardigan Road
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Nr Kettering
Northants

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Appropriate authority: The governing body

Name of chair of governors: Mrs Jane Tyler

Date of previous inspection: February 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stanion Primary is a Church of England school, situated in the small village of Stanion, two miles outside Corby in Northamptonshire. It is smaller than most other schools and about 60 per cent of its pupils live outside the village. There is strong parental pressure for places at Stanion, and there are 48 boys and 56 girls on roll. Children start school in the reception class at the beginning of the school year that they are five. When they join the reception class their standards are about average for their age. Five per cent of pupils are known to be entitled to free school meals and this is below average. All the pupils except one are white, and every pupil speaks English fluently. Fourteen per cent of pupils have special educational needs, which is about average. Most pupils in this group have moderate learning difficulties, and one pupil has a statement of special educational need.

HOW GOOD THE SCHOOL IS

Stanion is a very effective school. Standards are well above average overall by the time the pupils are eleven, and they make very good progress. Teaching is at least good or better, and the school is very well led and managed by the headteacher, the deputy headteacher and the governors. Everyone connected with the school - parents, pupils, staff and governors - work together effectively as members of the school team. Every child is fully included in all aspects of the life and work of the school, and this is a strength. The school gives good value for money.

What the school does well

- In the main subjects of English, mathematics and science, standards are above average for the seven-year-olds and well above average for the eleven-year-olds.
- The headteacher, his deputy, and the governors, lead the school very well. There is a strong team spirit.
- The teaching is good, with many very good features.
- Children in the reception class get a very good start to their education.

What could be improved

- Information and communication technology (ICT) is not used enough to support work across the whole curriculum.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. It has made good progress in tackling the issues, and standards continue to be high. The main issues were:-

- To improve teachers' planning in music, art and design and design and technology, so that the pupils have a wider experience of these subjects. The school was also asked to make sure that the pupils progressed in the three subjects.
- To improve the provision for the creative and physical development for the under-fives.

Teachers' planning is appropriate and is pitched at the right levels; the pupils progress well. The youngest children now have a very good curriculum that extends them creatively, but there is no outdoor play area, except the playground. Governors and the headteacher are aware of this, and they have plans in hand to improve things. The school has many strengths, and it is well placed to progress all its future priorities speedily.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	B	C
Mathematics	A*	A	A	B
Science	A	A	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall standards are well above average by the time the pupils leave Stanion. Pupils make good progress overall, with pockets of very good progress across the school. When considered in relation to similar schools¹ standards are above average overall, with average attainment in English and science. However, this is a small school, with low numbers in each year group, and one pupil can make a significant difference to overall percentages. The statistics should be treated very cautiously. The school's targets are realistic and achievable, reflecting the changing nature of each group. High targets in English and mathematics were exceeded last year.

At this early stage in the school year, a significant number of the Foundation Stage (reception) children are on course to exceed their early learning goals² by the end of the year. The rest are on course to achieve them. The seven-year-olds achieved very high standards in their national tests in 2001. They were in the top five per cent in the country in writing and mathematics, and were well above average in reading. At this early stage in the school year (2002) standards are above average, with every indication of improving speedily.

Standards have remained consistently high in English, mathematics and science for the eleven-year-olds over the last few years, but there have been slight dips in the English tests this year. This is because there were more pupils who needed extra support with their writing to push their standards up to an acceptable level. Standards this term are well above average in English and science and above average in mathematics. The Year 6 pupils are progressing very well. Like the seven-year-olds, there are strong pointers that pupils of all capabilities will make speedy progress and achieve highly. This is because of the good teaching and highly inclusive curriculum that ensures everyone is consistently set challenging work. Across the school, pupils who have special educational needs progress at the same rate as the rest of their classmates.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about their work and school life generally. They enjoy learning and they always try hard to do their best.
Behaviour, in and out of classrooms	Very good, both at break and lunchtimes as well as during lessons. No pupils have been excluded from the school.
Personal development and relationships	Very good. Everyone connected with the school gets on well together. This has a positive impact on standards and behaviour. Pupils' personal development is very good.
Attendance	Good. The pupils' attendance rate is now above average, and they are punctual.

TEACHING AND LEARNING

¹ Schools with a similar percentage of pupils known to be entitled to free school meals.

² National targets for children in nurseries and reception classes throughout the country.

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

At the last inspection the teaching was highlighted as a strength of the school. It remains a strength. The increased percentage of very good lessons, makes sure that pupils' progress at all ages, is speedy and effective. This holds good for pupils of all capabilities including higher, average and lower attainers, as well as those pupils with special educational needs. Teaching and learning were good in three out of four lessons and the remainder were very good.

Children get a very good start to their education in the reception class, which is a mixed-age class for reception and Year 1 pupils. Their teacher works hard to meet the needs of all her pupils, and she is successful. Tasks are pitched at the right levels and the pupils' progress is carefully tracked so that all the pupils are challenged and extended in their work. Teaching is of a good quality in Years 2 to 6, and there are many very good features. Reading, writing and number skills are taught very well, and the pupils are adept at using their skills in all the other subjects. For instance, in their written work in history when writing reports about events and happenings in other periods, and in science when measuring the rate of heat loss in an investigation about thermal insulation. Year 2 pupils are taught in a much smaller class than the others. This speeds up their progress, making sure that they reach standards that are far above those expected for pupils of similar ages. Across the school, computers are not used enough to support learning and this means that progress slows from time to time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is strong emphasis on developing pupils' literacy and numeracy skills, as well as providing a varied and rich curriculum for everyone to share.
Provision for pupils with special educational needs	Very good. Early assessment means that right from the start pupils are identified as needing extra help. This is provided effectively, enabling pupils to meet their individual learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils grow into confident and capable young people. They are clear about right and wrong, they appreciate their families and their culture, and they are tolerant and understanding of the traditions of other cultures.
How well the school cares for its pupils	Very good. Pupils are always well cared for. Their progress and attainment is carefully tracked, and this is one of the reasons that they do so well.

Parents are full partners in the education of their children and they work very effectively with the teachers and staff to ensure that standards remain high.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, his deputy and the staff work closely with parents, pupils and governors. Everyone pulls together well under the strong leadership of the headteacher. The school is very well managed.
How well the governors fulfil their responsibilities	Very good. Governors are keen and capable. They understand their duties well and they fulfil them effectively, enabling the school to move forward with confidence.
The school's evaluation of its performance	Very good. All the information about the school is carefully analysed so that the right decisions can be made. Teaching and learning are monitored effectively, and this helps to move the school forward successfully.
The strategic use of resources	Very good. The school receives more than the average amount of money for each pupil because it is a small school. Funds are spent wisely. Monies are saved to support longer term projects, and funds are always sharply targeted to maintain high standards and effective teaching and learning.

In this small school everyone has a key role, which works well in a school of this size. 'Best value' principles are followed when determining spending priorities. Some classrooms are small for the numbers of pupils, and this limits the space available for creative and practical activities. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they are expected to work hard • The school works closely with parents and they are kept well informed • The school is well led and managed, the pupils make good progress and they behave well. 	<ul style="list-style-type: none"> • A small minority of parents feel that their children do not get the right amount of work, and the school does not provide an interesting range of activities.

Inspectors agree with parents' positive views. They judge that the pupils have an appropriate amount of homework for their age, and that the school provides a wide range of interesting activities, both in and out of school.

The issue of overcrowding was raised by a number of parents. Inspectors' comments are outlined above.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average for the seven-year-olds, and well above average for the eleven-year-olds.

1. Achieving and maintaining high standards is one of the strengths of the school. When the children join the reception class at Stanion their standards are about average for their age. When they leave Stanion, aged eleven, most of them achieve well above average standards in the main subjects of English, mathematics and science. At this early stage in the school year, the eleven-year-olds are achieving well above average standards in English and science, and above average in mathematics. As the pupils move through the school their learning is well ahead of what is expected nationally. There are a number of reasons for this:-
 - ❑ Previous learning experiences are built on and developed in every class, so that progress is consistently good or better.
 - ❑ Staff work together as a team very well, and their teaching has many strengths.
 - ❑ There is an appropriate curriculum in place.
 - ❑ The pupils' progress and achievements are tracked and charted at regular intervals.

All of this means that gaps in pupils' learning are quickly identified and tackled so that learning does not slow down.

2. Many of the younger children in the reception class are on course to exceed their targets in all areas of their learning³ by the end of the reception year. The others are on course to achieve them. Very good teaching, alongside a secure understanding of the most effective ways that young children learn, means that very good progress is made by all the pupils, including those with special educational needs. The children's personal, social and emotional development is particularly strong, as is the development of their literacy and numeracy skills. All of which provides a firm foundation for later learning. Reception children are confident in using the computer. In one example, they were working with numbers to five, choosing five teddies that were the same colour. All the children could use the mouse and the cursor effectively, as they moved their teddies about the screen before positioning them in the right place. Although pupils in the other classes are able to use their computing skills well, they do not get enough opportunities to use ICT to support learning in all subjects.
3. By the time they are seven, pupils' standards in English are above average. Pupils can speak confidently to each other and to adults. They enjoy talking to the rest of the class, sharing their experiences and talking about their books and stories. Written work is neatly presented and of good quality, and stories are well structured with a beginning, a middle and an end. Pupils read fluently with understanding. They are keen to talk about their books and reading generally, explaining how to make pumpkin soup when following a recipe. Lower attaining pupils, and those with special educational needs, are confident when meeting new words in their reading. They use a range of strategies to discover the meaning of the word, usually successfully.
4. Eleven-year-olds are adept at describing the characters in their books and explaining why they behave in a particular way. In one example, using the *Silver Sword* by Ian Serrallier, pupils prepared a report on a character. They organised their characterisations well, giving their reasons very clearly, discussing the text in pairs and analysing their findings. Findings were grouped under logical headings and the pupils' writing was well structured. As an extension activity, the pupils moved on to write a play script from the novel, and everyone, including those pupils with special educational needs, produced a good amount of work, with higher attainers achieving to a high level.
5. In mathematics the higher and average attaining seven-year-olds can add and subtract to 10, with a good degree of accuracy. They are secure in their understanding of numbers, especially place value in

³ The curriculum for nursery and reception aged children.

numbers up to 100. Lower attaining pupils need help to do this, but they work confidently with two digit numbers. By the time they are eleven, higher attaining pupils successfully use all four rules of number when working with bigger numbers up to and including those with six digits. They use a variety of methods to work out their calculations successfully, clearly explaining them to the rest of the class and responding to questions from their classmates. Oral and mental mathematics are enjoyed, and pupils are quick to respond accurately to their teacher's questions. Lower attaining pupils can recall addition and subtraction facts to 20, with help from their teacher. Pupils of all capabilities successfully use their numeracy skills to support work in other subjects. There were many examples scattered around the school. These included work in science, measuring and recording temperature changes, and work in design and technology when pupils used their measuring skills to design a pair of spectacles with square lens.

6. Science is enjoyed, and the pupils are keen and interested. They enthusiastically take part in science investigations such as the Year 2 pupils finding out about why some foods are better for us to eat than others. In this lesson, pupils shared their understanding with the rest of the class, clearly explaining that to eat four biscuits would help teeth to decay faster, have too much sugar, and provide no vitamin C – which is essential for a healthy diet. Older pupils at the upper end of the school were investigating thermal insulation and the properties of various materials. They clearly understood about 'fair testing', and soon devised a range of investigations to test their hypotheses. In this lesson the classroom was too cramped for the pupils to work practically in pairs or small groups. This limited their opportunities for investigation, as well as limiting the space available to record their findings. ICT was used successfully, but in cramped conditions that were not conducive to effective learning for everyone in the class.

The headteacher, his deputy, and the governors, lead the school very well, and there is a strong team spirit.

7. The headteacher and his deputy work together very well. They are fully supported by the staff and governors, and everyone has a shared vision of the way forward for Stanion. This shared vision includes:-
 - A determination that very high standards will be maintained.
 - That the pupils will behave well, demonstrating a consideration and tolerance for each other and for different points of view.
 - That the school will continue to provide an education of the highest quality so that all its pupils continue to share in every aspect of its day-to-day life.

Stanion school is successful in achieving its goals.

8. The issues identified in the last inspection report have been thoroughly tackled, and good progress has been made. The curriculum is well planned, and there is clear progression in the different subjects as the pupils move through the school. The youngest children now have a wide curriculum that fully extends their creative and physical development.
9. Governors and senior managers have worked hard to improve the accommodation, and recent building plans include a new outdoor area for the youngest children, as well as a library and computing suite. This work is due to begin in the near future and it will significantly enhance the current accommodation in the school. Money has regularly been put aside to support this development, as well as to improve teaching, learning and resources for the new areas. This is a prudent use of the funds available to the school. The sizable carry forward shown on page 20 is earmarked for this. Some of the limitations of the current accommodation will be overcome when the new building is completed.
10. Governors are fully aware of the 'best value' principles, which are always applied before any spending decisions are taken. This is aptly demonstrated in the above paragraph with reference to improving the accommodation by the provision of a library, a computing suite and an outdoor area for the reception children. Pupils with special educational needs are well supported, and they progress at the same rate as their classmates.

11. The headteacher and his team make the best use of all the data that is available about the school's performance. They use this information to inform their future plans, and to monitor what is happening within the school. Teaching and learning are monitored effectively, and the quality of teaching and learning has improved since the last inspection. In this small school the team spirit is very strong. Everyone shares information about their pupils so that learning is effective. They also guide and support each other in their teaching, and this is a strength because any weaknesses are quickly spotted and overcome.

The teaching is good, with many very good features.

12. The quality of teaching has improved since the last inspection, when it was judged to be a real strength of the school. It remains a strength, with an increasing percentage of very good lessons. Three out of four lessons were good and the remainder were very good. There is some very good teaching in the reception/Year 1 class, as well as other pockets across the school. The high quality teaching at the start of children's school career is the main reason why the youngest children get such a good start to their education. This gives them a firm foundation for all their later learning. Throughout the school, pupils are challenged by their activities and their learning and understanding are extended well.

13. There are many strengths to the teaching and one main area for development. The strengths are:-

- ❑ Teachers know their pupils very well, they are experienced, and they know how to deliver the National Curriculum effectively.
- ❑ Lessons have clear objectives and these are shared with the pupils. This helps them to know what they are expected to learn in the lesson.
- ❑ Teachers are adept at tracking pupils' progress. Gaps are quickly identified and support provided.
- ❑ Planning is effective, and it challenges and extends the work of higher, average and lower attaining pupils.

Teachers successfully combine all of these strategies, making sure that learning is effective and meaningful for all the pupils.

14. The main area for development is:-

- ❑ To make more use of ICT to support learning across the whole curriculum.

15. A positive start has been made to include ICT as a tool to support learning, but this needs developing further. There have been constraints because of the size of some classrooms and the lack of a computing suite. Plans have now been agreed, and the school is shortly to have a suite.

16. Classroom assistants support pupils' learning very well indeed. They work alongside staff, or with small groups, giving support to the lower attaining pupils, as well as helping other groups. In one example, the learning support assistant worked with Year 1 pupils, supporting their reading and listening to them read. She knew the pupils well, giving individual support and always encouraging them to 'have a go' at identifying unknown words. The pupils responded well to this approach, using a range of strategies to successfully identify words that they didn't know. Their reading books were at the right level to sustain their interest, making them eager to find out what happens next. Reading records were up-to-date, giving detailed assessments of where individuals were experiencing difficulties and the strategies used to support them. All of this shows that progress and attainment are well-tracked, and learning moves forward at a good pace.

17. Teachers and classroom assistants use homework very effectively to support and extend learning that has taken place in the classroom. There were many examples in the different classes, including reading, spellings and number work. Pupils in Years 5 and 6 had to research buildings in their village as part of their art and design activities. Their research was then used very effectively in a lesson on perspective and the use of building materials. In another example, the same year groups researched

thermal insulation as part of their science investigation. Their findings were then brought to the lesson and used as a starting point for new learning. Parents were concerned about perceived differences in the quality of the homework that is given to different classes and year groups. Inspectors found that the current arrangements for homework are suitable for the age and capabilities of the pupils at Stanion.

18. Reception and Year 1 pupils are taught in the same class. There is more information about the teaching in the reception class in the next section of this report. Year 2 pupils are taught in a smaller group than the reception and Year 1 pupils, and they too have Year 1 pupils in their class. Differences in the size of the year groups can make planning class size difficult, but the school tries hard to do its best for all the pupils in its care. Senior managers keep a careful check on progress all round, and the test results at the end of Year 2 are very high.
19. Teachers work hard to provide a learning environment that is interesting and challenging for the pupils. Lessons move forward at a good pace and no time is wasted. A good example occurred in a mathematics lesson in the class for Years 3 and 4. The brisk mental starter, adding and subtracting money, got the lesson off quickly. The 'hands up' strategy prevented calling out, and the teacher's specific questions to individual pupils kept everyone on their toes. Her good use of praise made the pupils feel positive about themselves and their learning; positive attitudes were set and everyone worked hard throughout the lesson. The very good relationships in the class contributed strongly to enhancing progress and speeding up learning. The pupils achieved well.
20. The skills of speaking and listening, reading, writing and number work are taught well in the literacy and numeracy sessions. Pupils work in different groups according to their ability, and teachers are adept at pitching work at the right levels for them. Progress is always good, frequently better. Pupils are confident at using their literacy and numeracy skills in other subjects. There were many examples, such as charting temperature changes in a science investigation or writing extended reports as part of work in history. ICT is also used to extend the pupils' literacy and numeracy skills, especially for the lower attaining pupils in Years 5 and 6. There needs to be more of this type of work to make sure that all pupils are capable of using ICT as an effective tool to support their learning across the board. Classroom assistants successfully work alongside teachers making sure that every pupil gets the right amount of support. Pupils with special educational needs are given extra support right from the start of their time in school. This enables them to progress at the same rate as their classmates.
21. Boys and girls of all ages, backgrounds and capabilities, are fully included in every aspect of teaching and learning at Stanion Primary. Their needs are met successfully because classrooms are orderly places to learn and to work. Lessons are interesting and challenging, and because of this the pupils are keen and very eager to learn.

Children in the reception class get a very good start to their education.

22. It has already been mentioned in this report that the teaching in the reception/Year 1 class is of high quality, and this is the main reason that the children do so well. There are other reasons:-
 - Adults working with this age group work closely together as a team.
 - Children's starting points are speedily assessed and identified right from the start, so that their work and experiences are pitched at the right levels.
 - The class teacher is very secure about the best ways that young children learn, and all of her planning is firmly based on an appropriate curriculum.
 - Parents are fully involved in all aspects of their children's education.
23. Weaknesses identified in the last report concerning the provision for creative and physical development have been well tackled. There is now a full curriculum in place, with appropriate provision for every area of learning. Plans have just been agreed to build an outdoor play area, and, when completed, this will enhance the provision for physical development even further.
24. The teacher and her classroom assistant work together very well indeed. They are very good at assessing what the children are learning when they take part in a specific activity. Their observations

and notes guide their planning effectively, so that all the children successfully move forward in their learning. Pupils with special educational needs are identified early on, as are gifted and talented pupils and higher attaining pupils. Work is then planned and pitched at the right level, as in the following example. The small group was using a program, *Henry's Party*, to develop their ICT skills using the mouse. Children had limited prior experience, but the very good planning enabled the adult working with them to guide and support them, as well as encouraging them to use the correct vocabulary. The children's learning was enhanced significantly by her interaction with them.

25. Children are always encouraged to make choices, to share, to say please and thank you and to take turns. This helps to develop their confidence as well as boosting their self-esteem, all of which contributes to developing children's positive attitudes towards school and learning. Parents are pleased about this, and they are always willing to help and support their children both in school and when working together at small tasks at home. Home and school are working closely together, with very positive benefits for the children's all round development and progress.
26. When the children start at Stanion, in the reception class, their standards are about average for children of their age. Most of them are on course to exceed the early learning goals by the time they leave the reception class. The others are on course to achieve them. Progress is very good in all areas of learning. Early reading and writing skills are developing very well, and the children are having a go at writing their name. It is early in the school year, but they enjoy drawing pictures and talking about them to the rest of the children in their group.
27. Number work also has a high profile and the children are starting to count accurately and to recognise numbers. They are curious about the world around them, enjoying looking at photographs of themselves as babies, and comparing them to themselves as they are now. Staff know when to interact with the children to take their learning on just a stage further, and when to stand back and allow them to find out for themselves. All of the boys and girls make rapid gains in their learning because of the high quality teaching, effective planning and very good relationships between adults and children.

WHAT COULD BE IMPROVED

Information and communication technology is not used enough to support work across the whole school.

28. The school's use of ICT has already been threaded through this report. A positive start has been made to develop the use of ICT, including plans for new suite, but more needs to be done to support learning across the whole curriculum. The limits of the classroom accommodation, as well as the lack of a computing suite, have curtailed the school's plans to some extent. Staff have worked around this, with the good examples illustrated previously in the report. However, there were missed opportunities when ICT could have supported learning usefully for a minority of pupils, especially in some literacy and numeracy lessons when ICT was not included in teachers' plans.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. Stanion school has made good progress since it was last inspected over four years ago. To improve standards further the governors, headteacher and staff should:
 - (1) Make sure that all the staff show, in their planning, how they are going to use ICT to support pupils' learning across the wider curriculum. Senior staff will need to check that this is happening, as well as doing their best to speed up the new building developments.

Governors also need to keep a careful check that the new building is moving forward at an acceptable pace.

See paragraphs 2, 6, 14, 15, 20, 28.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	13	0	0	0	0
Percentage	0	28	72	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	104
Number of full-time pupils known to be eligible for free school meals	N/A	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	5	10	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	8	5	13

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	92 (100)	92 (93)	100 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	92 (100)	92 (93)	92 (100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Because there are 10 or fewer boys and girls in Year 2 and Year 6 this data is not included in the above table.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	100	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	23.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	62

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	234874
Total expenditure	220522
Expenditure per pupil	2321
Balance brought forward from previous year	32380
Balance carried forward to next year	46732

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

104

Number of questionnaires returned

36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	69	28	3	0	0
Behaviour in the school is good.	64	33	3	0	0
My child gets the right amount of work to do at home.	33	44	14	0	8
The teaching is good.	75	22	3	0	0
I am kept well informed about how my child is getting on.	53	44	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	6	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	56	44	0	0	0
The school is well led and managed.	64	33	3	0	0
The school is helping my child become mature and responsible.	58	39	3	0	0
The school provides an interesting range of activities outside lessons.	31	53	14	0	3