



# Stanton Bridge Primary School

Inspection Report

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**Unique Reference Number** 103653  
**Local Authority** Coventry  
**Inspection number** 286718  
**Inspection dates** 16–17 January 2007  
**Reporting inspector** Janet Simms

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

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<b>Type of school</b>	Primary	<b>School address</b>	Oliver Street
<b>School category</b>	Community		Coventry
<b>Age range of pupils</b>	3–11		CV6 5TY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	024 76688992
<b>Number on roll (school)</b>	340	<b>Fax number</b>	024 76581385
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Vivienne Gasteen
		<b>Headteacher</b>	Marilyn Stuart
<b>Date of previous school inspection</b>	20 May 2002		

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<b>Age group</b> 3–11	<b>Inspection dates</b> 16–17 January 2007	<b>Inspection number</b> 286718
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large primary school is located in an area of significant socio-economic deprivation. Most pupils are from minority ethnic groups. The turnover of pupils is very high. Many pupils joining the school are refugees and asylum seekers, often with little English and sometimes with no prior education. The number of families claiming free school meals is significantly above average. There are average numbers of pupils with learning difficulties. Attainment on entry is exceptionally low.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Provision is good in the Nursery and Reception Year. It is also good for pupils new to learning English, leading to good progress in language acquisition and in self-confidence.

Although standards in English, mathematics and science are very low, as shown by pupils' results in the national tests recently, achievement is satisfactory. Underachievement has been halted and pupils' progress is now satisfactory. This improvement has been achieved through changes in provision for the current Years 5 and 6 groups, including extra, small group lessons. The standards pupils attain are affected by the considerable movement of pupils in and out of the school. Below average attendance also reduces some pupils' standards, with extended holidays in term-time having a considerable impact. Nevertheless, the school is working hard to discourage such absences.

Pupils' personal development and well-being are good. Distinctive strengths of the school include the harmonious relationships. Pupils from all racial backgrounds get on well together. A calm, purposeful atmosphere characterises the learning environment.

Teaching is satisfactory overall. It is good in the Nursery and Reception Year and in Years 1 and 2, where pupils get a good start to learning. Inconsistencies in the quality of teaching in Years 3 to 6 still exist, as they did at the last inspection although the teaching meets pupils' needs adequately. It is not, however, as effective as lower down the school. The curriculum is satisfactory, with a good range of extra-curricular activities which improve learning and enjoyment. Care, guidance and support are good because of the considerable strengths in the attention to pupils' personal welfare. However, academic guidance, though satisfactory, is too variable. It does not always provide enough advice to help older pupils to improve their performance.

Leadership and management are satisfactory. There is good commitment to equality of opportunity for pupils from all backgrounds. The governing body fulfils its responsibilities satisfactorily. The experienced headteacher maintains staff motivation and stability well in a changing and challenging environment. There has been satisfactory improvement since the last inspection. School self-evaluation is accurate and the capacity to improve further is satisfactory. A factor, however, that prevents the pace of improvement from being better is that the monitoring and evaluation of teaching is not sharply focused on the outcomes for pupils. Although it is adequate overall, it does not consistently provide teachers with clear feedback to help them improve pupils' progress and raise standards.

### What the school should do to improve further

- Raise standards in English, mathematics and science, particularly in Years 3 to 6.
- Improve teaching in Years 3 to 6 to ensure that the good momentum of pupils' earlier learning is maintained.

- Use marking and information from assessment more effectively to give pupils clear advice about how to improve.
- Ensure that the evaluation of teaching is sharply focused on outcomes for pupils, with clear feedback to teachers on how to improve pupils' performance.

## **Achievement and standards**

### **Grade: 3**

Whichever year group they join, new pupils settle quickly, gaining language, confidence and self-esteem which help them to learn effectively. Recent low standards in national tests are partly attributable to pupils' unusually high transience rates. Many enter, do well, and leave, to be replaced by other low attaining pupils. Though some pupils did less well than expected, 2005 and 2006 results showed that most of the core minority of 'stable' pupils achieved as well as they should, or better by Year 6. Overall results were depressed by the less good performance of newer arrivals. Reorganisation of classes in Years 5 and 6 and the reinstatement of 'booster' classes have improved achievement, so most pupils are now reaching their potential. As a result, achievement is satisfactory, although standards are very low in English, mathematics and science.

Pupils achieve well in the Nursery, Reception Year and in Years 1 and 2. Recent staffing changes have improved achievement in Years 3 to 6, which is satisfactory. Pupils with learning difficulties are supported to progress at the same rate as others. Good staffing to support pupils with English as an additional language ensures that their progress is good. There are individual examples of very good progress for pupils whose first language is not English in all subjects, including English. The small minority of more able pupils achieve their potential.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. From their earliest experience in the school pupils feel welcomed, valued and supported and so they begin to enjoy their work and play. They become confident, happy individuals who relate well to others, helping newcomers to settle too.

Pupils' say, 'We feel safe in school.' and their sensible attitudes and good behaviour help to ensure that the school is a safe place. Behaviour is good because staff are skilled at managing potential difficulties. Even though pupils enjoy school, attendance is below average. More pupils than previously attend regularly, but some still have extended holiday absences.

Pupils have a good understanding of what constitutes a healthy lifestyle, to the extent that some have influenced their diets at home. They contribute well to the school and wider community and feel that their views influence the school's work. Although pupils' social skills prepare them well for aspects of future life, basic skills, particularly in

literacy and numeracy, provide a much weaker foundation for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Pupils make comments such as, 'They teach you properly here.' Teachers and teaching assistants work effectively as teams to support pupils who need help and provide extra challenge where needed. In some classes, flexible groupings and good planning result in all pupils working purposefully on tasks finely matched to their ability levels.

Good teaching in the Nursery to Year 2 ensures that pupils get a good start, particularly in developing language where principal weaknesses in attainment on entry lie. Teachers make good use of accommodation to provide effective indoor and outdoor learning. Work is well matched to individual needs because tracking of pupils' progress is secure.

In Years 3 to 6, there are examples of good practice but there are some weaknesses. Reintroduction of a single Year 6 group and effective redeployment of staff have strengthened teaching here, but inconsistencies in teachers' expectations mean that not all pupils are fully stretched. Marking does not always do enough to help pupils to know what they need to do to improve. Not all teachers conform to common expectations of presentation in books.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. It is good in the Nursery and Reception Year, giving an interesting balance of activities and very good focus on developing language. Language and communication skills are developed well across activities in all areas of learning.

A timely curriculum review has begun to make provision in Years 1 to 6 more tightly matched to the needs of pupils currently in school. The school has recognised the need to make better links between subjects. It has also identified the need to develop pupils' enquiry and investigation skills better, in particular to improve progress and standards in subjects such as mathematics and science. Despite some inconsistency in classroom displays, there is a good language focus throughout the school. This concentration on language greatly helps learning for all pupils, including those new to learning English. A proper emphasis on other subjects, such as design and technology, the arts and physical education provides good opportunities for pupils with limited competence in English language to succeed and enjoy learning. Extra-curricular provision is good and pupils speak enthusiastically about these activities and how much they enjoy them.

## Care, guidance and support

### Grade: 2

Care and support are good, resulting in the good quality of all pupils' social and personal development. Arrangements to ensure that pupils are safe and protected are secure. Parents and staff comment on persistent vandalism from outside school, but staff do what they can to overcome any adverse impact on the learning environment. Personal support for pupils is strong and pupils are sure that they have an adult to whom they can turn should the need arise. Effective action is taken to develop pupils' awareness of healthy lifestyles and how to keep safe.

Support for pupils learning English as a second or third language is good. Bilingual help for younger pupils is very effective in enabling them to use English with confidence and in helping them to settle into the school. There is also effective support for older pupils whose first language is not English. Similarly, sensitive attention is paid to the needs of pupils with learning difficulties, helping them too to grow in confidence.

Academic guidance is satisfactory. The school is working on improvements to individual target-setting, marking and ongoing assessments to make guidance more helpful. The level of advice currently provided means that pupils are not as clear as they should be about how to improve.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. Improvement has begun and resulted in pupils now achieving satisfactorily. However, standards remain frustratingly low because the context of the school has changed. There are some good features helping to move the school on, particularly through the effective support for pupils with English as an additional language. This shows good commitment to ensuring equality of opportunity, particularly for the large numbers of such pupils. Parents are becoming better involved in the school's work. Partnerships with outside agencies are used well to meet pupils' needs.

Though managers strive towards improvement, success is more evident in pupils' personal development than in their academic standards. Self-evaluation is largely accurate. Monitoring and evaluation support an acceptable rate of progress, as seen in the impact of recent changes in provision for pupils in Years 5 and 6. Senior managers monitor planning and pupils' books, and some formal observations of teaching and learning beyond the requirements of performance management occur, particularly by good literacy and numeracy coordinators. However, observation and feedback are not intensively focused on pupils' learning, or on achievement and progress, which inhibits a more rapid improvement in teaching and standards.

Governance is satisfactory. Recruitment of governors is difficult, but despite vacancies, the governing body fulfils its obligations properly. Inexperienced recruits, particularly parents, are beginning to be more actively involved in the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming the other two inspectors and myself into your school on 16 and 17 January. We very much enjoyed being there, talking with you and your teachers and visiting your lessons. I am writing to tell you what we found out about your school. The school does some things well and others could be improved. Overall it gives you a satisfactory education and most of your parents agree with that. These are the good things:

- Those of you whose main language is not English learn the language well and make good progress in using it.
- Younger pupils make good progress, particularly with English and literacy.
- Your behaviour is good and you give a very warm welcome to new pupils who come to the school. You make friends with them and make sure they settle quickly.
- You understand about healthy eating and keeping fit.
- Adults take good care of you and look after you well.

To make things better we have asked the teachers to make some changes. The school needs to improve older pupils' standards in English, mathematics and science. Teachers will be trying to help the older pupils to make better progress and you will probably find more visitors in your lessons, like we were, helping them to do this. We have also asked staff to give you clearer advice in marking your books. This will help you to understand what to do to improve your work. Some of you have long holidays, which interrupt your learning. You can help by trying to get your parents to take their holidays when you have school breaks.

We hope you enjoy the rest of your term and thank you again for your welcome.