



# Stannington Infant School

## Inspection Report

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**Unique Reference Number** 107050  
**Local Authority** Sheffield  
**Inspection number** 287694  
**Inspection date** 27 February 2007  
**Reporting inspector** Linda Murphy

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>	Infant	<b>School address</b>	Stannington Road
<b>School category</b>	Community		Sheffield
<b>Age range of pupils</b>	5-7		South Yorkshire S6 6AN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0114 2344401
<b>Number on roll (school)</b>	165	<b>Fax number</b>	0114 2344401
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Peter Butler
		<b>Headteacher</b>	Mrs Sarah Binns
<b>Date of previous school inspection</b>	2 July 2001		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

The school serves a socially mixed area. Most pupils are of White British heritage; a few are from ethnic minority heritages. The proportion of pupils with learning difficulties and/or disabilities is average. The school is an Investor in People and has achieved the Basic Skills Quality Mark and the Artsmark Gold. New appointments include a headteacher in 2003 and a deputy headteacher in 2005.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

'Welcome to the best school in the world,' say Year 2 - an apposite way to describe the outstanding education this school provides. Parents speak very highly of the school and the exceptional care and well rounded education it provides. Pupils enjoy school tremendously, behave outstandingly well and have excellent attitudes to their work and play. The school nurtures these qualities very well indeed because it focuses on individuals and what each pupil can contribute to the school and wider community. As a result relationships are excellent. The school gets on very well with parents and carers and this gives cohesiveness to pupils' learning and personal development and helps to maintain the pupils' above average attendance.

Standards on entry to the Reception class are below average. By the end of Year 2, they are above average. Pupils achieve well at each stage, leading to excellent progress overall. They are very well prepared for their next school. This is because the quality of teaching is inspirational and extremely effective in enabling pupils not only to learn new things very quickly but to provide plenty of opportunities to practise and apply their knowledge. Staff have very high expectations for all groups of pupils, including those with learning difficulties and/or disabilities and those capable of attaining highly. Pupils' understanding and confidence improves apace.

The excellent curriculum, with a focus on the basic skills including a very good use of information and communication technology, offers a wide range of activities to encourage pupils' creativity and great enjoyment in learning. This notable combination captures pupils' interest very well indeed. As a result pupils are creative in their thinking, and this impacts well on their work and play: they quickly become absorbed in their tasks. Many parents agree that 'creative minds are more active minds'. An early start has been made to enable pupils to use their energy and creativity to play a part in planning some areas of their own curriculum. Some early success shows that pupils take exceptional delight in learning in this way and that staff are confident to investigate how curricular planning can be extended even further. The children in the Reception classes benefit greatly from the opportunities to take their learning outside and enjoy the wide ranging resources for outdoor play.

The school's status as an Investor in People shines through in the strong teamwork and well chosen training that staff receive. All of this impacts very well on pupils' learning because staff can always offer the best to the pupils.

Outstanding leadership sets high standards and aspirations for all. The headteacher has created a unity of purpose that draws very well on teamwork and the skills of all staff. The school has a very positive and inclusive ethos and a very happy atmosphere. Outcomes are clear in the school's highly effective arrangements to promote pupils' achievement. Priorities for development are clear and everyone knows what is expected of them to make sure that the school continues to improve. This is evident in the progress the school has made since the last inspection and the great capacity it has to improve further. Self-evaluation is honest and ensures that priorities are well chosen and progress carefully checked. The school is reticent in judging itself outstanding,

however, because it believes there is always more it can do for the pupils. School leaders, including governors, agree that 'success is a journey not a destination'. The school provides excellent value for money.

### **What the school should do to improve further**

- Within the context of the very effective curriculum increase the planned opportunities for pupils to take an active part in directing their learning.

## **Achievement and standards**

### **Grade: 1**

Excellent achievement moves pupils from a below average level on entry to above average standards by the end of Year 2. The Foundation Stage children get off to a good start. Their achievement is swift across all aspects of learning because of the good arrangements for their progress. By Year 2, apart from a predicted dip in 2006, the school has maintained above average standards since 2003. In Year 1 and Year 2 all groups of pupils achieve well because of the very effective teaching and learning which is managed and led outstandingly well. Boys usually perform slightly less well than girls, reflecting the national picture. The school is implementing clear strategies to better meet the needs of the boys but it is too early to see the outcomes in even higher standards. Parents also play a good part in helping their children, in mathematics and reading in particular, because the school works with families as partners in the pupils' education. This is to provide the best for the pupils in their care. Challenging targets are usually met because pupils' progress is closely scrutinised and extra support is of very good quality and deployed very well.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding with a great many opportunities in particular for pupils' spiritual growth through music, dance and poetry. The school is very successful in helping pupils understand cultural diversity - a good improvement since the last inspection. Staff have high expectations of pupils' excellent behaviour and pupils respond remarkably well to the 'golden rules': to such an extent that, according to parents, they often use them at home! Pupils really enjoy being playground friends and leaders and do their best to help others. They understand the importance of a healthy lifestyle and in particular keeping fit and healthy, enjoying a very wide range of sports through the school sports partnership. Links with the community are tremendously strong. Pupils have successful links with schools in different areas to their own. They enjoy local carnivals and other events. For example, they contributed very well to Sheffield in Bloom, winning an award for their school garden. Such opportunities for pupils and families to support the community help pupils realise how people can pull together to contribute and be part of their wider community.

## Quality of provision

### Teaching and learning

#### Grade: 1

Pupils greatly enjoy lessons because teachers give wonderful encouragement for them to use their curiosity and explore new ideas. The excellent relationships and behaviour means that pupils are ready to learn new things and are confident to ask questions and ask for help as required. Lessons are very purposeful and are very well planned and organised so no time is lost. Pupils and teachers work together to assess pupils' work. They use 'a star and a wish' to acknowledge strengths and focus on areas for improvement. This provides an individual, step-by-step approach to pupils' developing skills and knowledge. The way in which the school involves parents and carers in their children's learning adds much to the very good progress pupils make, in reading and mathematics in particular.

### Curriculum and other activities

#### Grade: 1

The school fully meets its aim to provide for the needs of all pupils. The learning of basic skills is given high priority and reflects the school's Basic Skills Quality Mark and the above average standards pupils attain. The curriculum provides an excellent blend of activities to promote pupils' curiosity, creativity and talents. The achievement of Artsmark Gold represents the school's very successful focus on the arts: this adds much to pupils' appreciation of nature and developing creativity. For example, an arts week focused on Uccello's painting of St George and the Dragon and included a wealth of drama and other art which engaged boys in particular. The organisation of the curriculum gives lots of opportunities for pupils to take some responsibility for their own learning and decision making as they work individually and in groups. This prepares them very well for their future. Green shoots are evident in the trials where pupils have a say in how the curriculum is planned to really take on their interests. Extra-curricular activities are meaningful and well attended.

### Care, guidance and support

#### Grade: 1

There are very well thought out procedures for protecting and safeguarding pupils. The school deals quickly with any rare incidences of bullying. It promotes healthy minds and bodies very well through working with an excellent range of outside agencies to benefit pupils' development. All pupils, including those with learning difficulties and/or disabilities, thrive from the care given. The guidance to pupils on their learning is of a high calibre and supports their progress very well because it is used routinely from day to day and is regularly monitored.

## **Leadership and management**

### **Grade: 1**

The outstanding leadership enables the school to meet its aim to provide 'a friendly, creative, environment for learning together'. Leadership provides a very clear vision and implements a fine balance between academic endeavour, personal values and creativity. Governance is forward looking; it blends support with challenge and monitoring to ensure the best for the pupils in the school's care. The leadership team together with governors ensure that pupils have equal opportunity to do as well as they can. The school checks pupils' progress very regularly so that any dips can be quickly addressed and pupils reach the challenging targets set for them. By Year 2, as a result of the outstanding education the pupils receive, they are mature for their age, have a positive outlook on life and attain high standards. They are confident and eager to learn.

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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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 for telling me about your school - 'the best school in the world' - and sharing your work with me. It helped me find out that Stannington Infant School is an excellent school - something to be very proud of. This agrees with what you and your parents think about the school.

Here are some stars and wishes for this outstanding school. Stars include your excellent behaviour, your hard work and your friendly natures. Stars also include the excellent teaching and the work that your headteacher and the other staff do to care for you and make sure you are all happy and as fit and healthy as you can be. They make sure you have exciting things to do in lessons and plenty of visits, visitors and clubs.

Your headteacher and teachers want the very best for you and so, even though you are doing so well, my wish is that you get even better at planning your own studies in the way that you helped make the St George and the Dragon project come alive.

You can help by continuing to do your best and your parents can help by continuing to help you at home.