



Stanley Green First School

Inspection Report

Unique Reference Number 113694
Local Authority Poole
Inspection number 289695
Inspection date 30 January 2007
Reporting inspector Shirley Billington

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

Type of school	First	School address	Stanley Green Road
School category	Community		Oakdale
Age range of pupils	4-8		Poole BH15 3AA
Gender of pupils	Mixed	Telephone number	01202 778181
Number on roll (school)	334	Fax number	01202 771748
Appropriate authority	The governing body	Chair	Brian Bishop
		Headteacher	Angela Malanczuk
Date of previous school inspection	8 June 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Pupils in this large first school are mostly of White British heritage, although a range of minority ethnic groups are represented. A small number of pupils speak English as an additional language. The proportion of pupils with learning difficulties or disabilities is slightly lower than in most schools. When children start school, their skills are broadly in line with those normally found. A new headteacher was appointed a year ago and there have been other recent appointments to the leadership team.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, with some outstanding features. In particular, pupils' personal development is excellent because they experience an innovative and stimulating curriculum. This engages pupils' interests and ensures that they are well motivated and keen to learn. There is an excellent balance between the teaching of key skills in literacy and numeracy and providing opportunities for pupils to apply and extend these in a range of subjects.

Children get off to a good start in the Reception Year. The firm foundation that is laid there ensures that they develop positive attitudes and have a good base of early literacy and numeracy skills. Reception children achieve well, as do pupils in other year groups throughout the school. The school has a very strong track record of achieving high standards in reading and writing in national tests at the end of Year 2. Work that has gone on to ensure that achievement in mathematics is as good as that in English is bearing fruit. Standards in this subject rose to well above average levels in the last year. These good standards are maintained through Year 3 so that pupils leave well equipped for the next stage in their learning.

Teaching is good and this is a key factor in pupils' good achievement. Lessons are well planned and purposeful. Some aspects of teaching are excellent and inspire pupils to rise to a very good level of challenge and really work hard to succeed. There is a good level of expertise amongst the staff, but there is scope to further share and spread the very best practice and so boost the quality of teaching still further. Care, guidance and support for pupils are good. New whole-school systems for assessment and record-keeping are proving effective in raising expectations of the potential to boost standards still further. However, there are weaknesses in the systems for setting targets and monitoring the progress of pupils with learning difficulties or disabilities. Whilst these pupils benefit from good support in lessons, and are fully included in all activities, there is no way of checking whether their progress over time is as good as that of other pupils.

Leadership and management are good. The new headteacher leads with vision and determination. Since her arrival, systems for checking on the school's effectiveness and planning improvements have been strengthened. This means that the leadership team has a very clear view of where action might be taken to further strengthen provision. Good work has gone on to clarify the roles and responsibilities of staff at different levels so that all can play their part in leading developments. Strong teamwork, shared values and a collegiate approach to planning for improvement are all contributory factors in moving the school forward. It is very well placed to improve further.

What the school should do to improve further

- ensure that the most effective teaching strategies are shared and promoted across the school

- strengthen the systems for tracking and monitoring the progress of pupils with learning difficulties or disabilities

Achievement and standards

Grade: 2

Pupils achieve well. They get off to a good start in the Reception Year and make good progress in all areas of learning. They do particularly well in their personal and social development. They are enthusiastic learners and are very well prepared for the transition to Year 1. In Years 1 and 2, pupils make good progress. By the end of Year 2, standards in reading and writing are consistently well above average. Standards in mathematics rose in 2006 as a result of the work done to boost achievement in this subject, and results were well above average for the first time in five years. Standards by the end of Year 3 are also above average.

Whilst both boys and girls achieve well, sharp analysis of assessment information showed that there was scope to improve boys' achievement still further. The work that has gone on to do this, particularly to make sure that boys are enthusiastic about reading and writing, is having a positive impact. More able pupils do well, although again the school has rightly recognised that there is still some room for improvement in the proportion of pupils working at higher levels in mathematics. This is being achieved through using tracking systems to set increasingly challenging targets. Pupils with learning difficulties or disabilities do well in lessons as a result of focused support from teaching assistants. However, the targets set in their individual education plans and the checks made on their progress are not always sharp enough to enable a rigorous view of how well they do over time. The small number of pupils speaking English as an additional language make rapid progress and their achievement is good.

Personal development and well-being

Grade: 1

Pupils throughout the school show real motivation and commitment in lessons. They work well individually and in small groups. Pupils often make excellent use of their 'talk partners' to share ideas and plan what to do. Behaviour is excellent in lessons and at breaktimes. Pupils enthusiastically participate in a good variety of games and activities. Pupils feel safe in school and are confident that they can turn to staff if they have any concerns. They have good awareness of the importance of leading a healthy lifestyle. They know that 'too many sweets are bad for you' and that they should drink water regularly and eat five portions of fruit or vegetables each day. Pupils' spiritual, moral, social and cultural development is excellent. They show very good understanding of the need for rules to keep everybody safe. They learn to empathise with others through fund-raising and considering the contrasting lifestyles of people living in rich and poor communities. Studies of the local area and visits to places such as a gurdwara enrich their appreciation of their community and different ways of living. Pupils make an excellent contribution to the community through voicing ideas through the school council and forming an anti-bullying charter. They take their

responsibilities very seriously. This was evident when members of the school council explained the interviewing process for 'playground pals', who were asked questions such as 'Are you committed?'. Pupils' good basic skills and abilities to work in teams and to use their initiative mean that they are very well prepared for the next stage in learning and for later life.

Quality of provision

Teaching and learning

Grade: 2

Good teaching underpins pupils' good achievement. Lessons have clear aims and success criteria so that pupils understand the purpose of their activities. Resources are very well used to demonstrate key teaching points and to help pupils to manage their own learning, for example when they think about the best materials to use for problem-solving in mathematics. Some aspects of teaching are outstanding. This is evident when open-ended questions are asked and pupils are really encouraged and challenged to think through the best way of tackling a problem and presenting their findings. Just occasionally, the pace of learning in introductory sessions in lessons slows. Opportunities are sometimes missed to use strategies that would engage all pupils in responding to teachers' questions, such as making notes on their ideas or recording answers on whiteboards. Teaching assistants play a valuable role in supporting the learning of individual pupils, particularly when they work alongside them and demonstrate what they need to do.

Curriculum and other activities

Grade: 1

Over the past year, there have been exciting revisions and adaptations to the curriculum that are already resulting in improvements in pupils' achievement. Short, focused projects are used very effectively to bring subjects together so that pupils understand how to use and apply key skills. This is evident, for example, in the work on the Great Fire of London that has led to research and presentations through art, dance and drama. There is very good attention to personal, social and health education that promotes pupils' understanding of what it means to be a good learner and to be part of a community. In addition, there is a good focus on specific areas, such as how to look after your teeth. The curriculum is enriched through visits and visitors, with the school increasingly using the local area and residents as a resource for learning. This involves, for example, an organic gardening group advising how to tackle pests in the vegetable patch. The curriculum for the Reception Year has been improved to extend children's opportunities to learn through exploration and observation while still ensuring a clear focus on acquiring basic skills in literacy and numeracy. This has boosted standards at the end of the year and is having a particularly positive impact on the achievement of boys.

Care, guidance and support

Grade: 2

Pupils are very well known and well cared for by staff. There is good attention to ensuring that they are well supervised at break and lunchtimes. Health and safety procedures are being strengthened by prompt action taken in response to a recent audit. Parents are confident that their children are looked after well in school. Several made positive comments about the good start in Reception classes, saying, for example, 'I have been very impressed with the way my child has settled in to the school's routines. He loves all the activities and is now reading some books independently – amazing!!!'.

New systems have been implemented to track pupils' progress through the school. Whilst these are still being embedded, they are already proving useful in ensuring that pupils are achieving as they should and that extra support is provided when a boost is needed. The progress of pupils with learning difficulties or disabilities is tracked in the same way as that of their peers. Whilst this is useful to some extent, it is not precise enough to assess how well these pupils are doing. As a result, the school cannot evaluate the progress of this group as effectively as that of others.

Leadership and management

Grade: 2

The headteacher has a clear vision for the school. Staff are committed to further enhancing provision and improving standards wherever possible. Systems for checking on the school's effectiveness have been strengthened through rigorous analysis of data so that potential areas for improvement are identified and action is taken. This has proved very effective in raising the proportion of pupils attaining higher levels in mathematics and implementing strategies to ensure that boys and girls achieve equally well. Middle managers play a key role in improving the areas for which they are responsible. Their collaborative work in revising the curriculum has proved extremely effective in ensuring that it better meets pupils' needs. The chair of governors is new, but is working hard to strengthen the role that the governing body plays in supporting the school. Many governors are also new to their roles, but the Chair has ensured that they are well-organised to fulfil their responsibilities. Plans are in hand to strengthen the role that they play in the strategic management of 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	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	2
The extent to which learners adopt healthy lifestyles	2
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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
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

You might remember that I visited your school recently to see how you were getting on. Thank you for helping me to find out so much about what you do. A special thanks to the school council and the playground pals who explained their jobs so well. Yours is a good school. These are some of the real 'highlights':

- ?
- you have lots of exciting opportunities to learn through the special projects that you do ?
- you are taught well so you learn well and you have good skills when you move on to the middle school. ?
- you behave extremely well and understand how important it is to take care of each other and to help each other to learn – I think you use your talk partners very well for this ?
- the school takes good care of you and makes sure that you know how important it is to eat healthily, drink lots of water and join in all those games at playtime ?
- your headteacher and other teachers are always trying to make the school an even better place.

To help them to do this, I have suggested two things that could be done:

- ?
- share the very best ideas on how to make lessons really exciting and get you all involved in thinking and working hard right from the start ?
- make sure that those of you who need a bit of extra help with learning have really clear targets and a good check is kept on how well you are doing.

Thank you again for helping me.