

# Stamford Bridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	117865
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	290951
<b>Inspection date</b>	3 May 2007
<b>Reporting inspector</b>	Jackie Barnes

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 category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	309
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jeremy Harrison
<b>Headteacher</b>	Mr Ken Taylor
<b>Date of previous school inspection</b>	1 July 2002
<b>School address</b>	Godwinsway Stamford Bridge York East Riding of Yorkshire YO41 1RA
<b>Telephone number</b>	01759 372400
<b>Fax number</b>	01759 371430

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a larger than average school on two sites. It serves a mainly advantaged area around the rural village of Stamford Bridge near York. Almost all the pupils are from White British backgrounds, and all speak English as their first language. Entitlement to free school meals is very low, and the proportion of pupils with learning difficulties and/or disabilities is below average. The children start school in the Reception class at the beginning of each term depending on their date of birth. Their overall attainment is typical for children of this age.

## 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. Its strong family atmosphere enables pupils to care for each other, behave well and enjoy their work and friendships. Pupils trust in the very good care provided by the staff. Their personal development is good. They thrive on good relationships with the adults in school, specific lessons to help them gain understanding of themselves and others, and a wide range of opportunities to participate in group activities including sport. They know how to keep safe and healthy, and recognise their responsibilities in school and the wider community.

Standards are above average by Year 6 and most pupils achieve well. This is because of the good teaching and positive atmosphere in lessons which makes pupils want to learn and work hard. Good progress is made by the children in the Reception class, although the youngest have only one term before they move into Year 1. By this time almost all the children are securely working at the level expected for their age and often beyond. The school's 2006 national test results for Year 6 indicated pupils made good progress overall with many pupils attaining the higher Level 5 in mathematics and science. However, results for the more able pupils declined in English. Results in Year 2 dipped to about average in reading, writing and mathematics. The school has recently developed a more rigorous system for using assessment information consistently to plan lessons and give clear expectations of the rate of pupils' progress. This information, along with pupils' work, indicates an improvement in progress. Pupils with learning difficulties and/or disabilities make mainly good progress. Those who have consistent support from an adult achieve very well. They achieve better in English than in mathematics and science because literacy is the main focus of the additional support provided.

The curriculum is good and has appropriate provision for pupils with learning difficulties and/or disabilities. It includes areas of excellence such as choral work.

Leadership and management are good. The strong leadership of the recently appointed and experienced headteacher has resulted in a well-judged pace of change and improvements. This is evident in key areas such as financial organisation and the assessment systems. There have been several staff changes after a long period of stability but morale is good. Governors know the school's strengths and weaknesses, are actively involved in its good quality self-evaluation and are committed to the improvement initiatives. There is a clear, shared vision for the school's further development. The school has good capacity to improve and provides good value for money.

### What the school should do to improve further

- Raise standards in English, especially in writing at Key Stage 1 and for the more capable pupils in Key Stage 2.
- Use assessment information more effectively to ensure that work is always matched accurately to pupils' varying needs.

## Achievement and standards

### Grade: 2

Pupils achieve well. Children in the Foundation Stage make good progress and attain standards at least in line with those expected nationally for children this age. The school has had above average standards for several years with at least satisfactory and often good progress being made by pupils in Key Stage 2. Standards are still above average and progress is good overall

with the school meeting its targets. Within this positive situation there are aspects that are not as good as they should be. The school's national assessment results identify some of these, such as the slow decline over recent years in writing by Year 2, and the tendency to have a significantly lower proportion of pupils attaining above average results in English than in mathematics and science. In addition, the school's newly established system for organising assessment information has also identified in the current year occasional periods of slow progress within subjects and across year groups. The school's improvement plan already includes sound arrangements to use this emerging assessment information to manage pupils' progress more effectively. Pupils with learning difficulties and/or disabilities make mainly good progress.

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

### **Grade: 2**

The pupils' personal development is good. They have positive attitudes to learning and are friendly, polite and well behaved. Attendance figures are consistently above average and indicate how much pupils enjoy coming to school. Pupils trust the staff to help them to deal with any problems they have, and say they feel safe and secure. They know how to live safe and healthy lives and there is evidence they do so, especially in their enjoyment of sport and other physical activity. Their spiritual, moral, social and cultural development is good. They contribute well to the school's family atmosphere through their respect and care for others. Although pupils have the occasional disagreement with each other, there is clear concern and a willingness to help if anyone feels upset or needs support with their work. They are very confident when working in groups and, although there are not enough opportunities for independent work in lessons, most pupils can work well with minimum supervision. Through meetings with elected members of the school council, pupils develop an awareness of democracy and make their views known. Their confidence, good social skills and competence in literacy and numeracy provide a good basis for their future well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Recent appointments of staff have brought additional expertise to the school, particularly in aspects such as pupil assessment and the planning of learning. The staff team are keen to improve their skills further and have responded well to the school's increased focus on improving pupils' progress. Pupils participate in lessons with confidence because of the good relationships. Teachers plan lessons carefully with clear teaching points which reflect national guidance, especially for literacy and numeracy, and meet the needs of most pupils. In many respects teachers have high expectations of pupils, especially of behaviour and the willingness to work hard. However, some lessons are planned with insufficient use of assessment information. As a result, it is not always clear what pupils in different ability groups are expected to learn during the lesson and the pace of their progress varies over time. Many pupils are capable of taking a more active role in developing their own learning but have insufficient opportunity to do so. Learning was most effective where the lesson included opportunities for the specific teaching of small groups of pupils enabling them to discuss, ask questions and get personal support.

## **Curriculum and other activities**

### **Grade: 2**

The school has a good curriculum which pupils enjoy. It provides good opportunities for pupils of all abilities to succeed and, when given the chance, pupils make the best of what the school offers. Work in lessons is enhanced by visits and visitors, and pupils also take up the additional provision for drama, arts and sporting activities. Provision for pupils with learning difficulties and/or disabilities is often well supported by additional staff for those pupils with most need. Links with other services and the secondary school have developed well to enrich pupils' learning.

## **Care, guidance and support**

### **Grade: 2**

Staff take very good care of pupils' welfare. Both parents and pupils rightly value this highly. The school has good arrangements for pupils' safety, with plans to further improve security. Safeguarding arrangements meet current government guidance. Children are well supported in settling into the Foundation Stage, and Year 6 pupils are well prepared for the next stage of education. Teaching assistants add considerably to both the support and guidance available to pupils especially where classes are large. Throughout the school there is good guidance for pupils' personal development that is evident in the progress they make. Academic guidance, although satisfactory, is the weaker area, although recent developments in marking and in tracking individual pupils' progress are leading to improvements.

## **Leadership and management**

### **Grade: 2**

Strong and determined leadership by the new headteacher has energised staff and governors and maintained morale despite the recent staff changes. It has set a clear agenda for improvement based on good quality evaluation of the school. This is a successful school and current updating of systems and setting of expectations for even higher standards and achievement are already having a positive effect on attainment. It is a tribute to the headteacher's well judged pace of change and close links with governors and the local authority that all those involved in the leadership and management have become so quickly involved in the initiatives. Satisfactory progress has been made since the last inspection but some issues, such as those relating to pupils' progress, continue to be a school priority. Improvement in the rate of progress is already evident and the school is now well set to improve further as staff develop their skills and the new assessment systems are available to support better planning of pupils' learning. Parental confidence in the school is high.



## Annex A

## 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>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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	2

### 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	2
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	2

### The quality of provision

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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**

Dear Pupils

Inspection of Stamford Bridge Primary School, York, YO41 1RA

Thank you for making me so welcome in your school and letting me see how much you enjoy your work and your friendships. I think you attend a good school. You behave well and are keen to learn. You have respect for your teachers, they provide you with good teaching, and you know they will help when you ask. You are usually successful in your work and you also enjoy other activities, especially sport and music. I was delighted to hear your wonderful choir. Your teachers look after you very well and you say you feel safe in school.

Your school has been very busy this year, with new teachers and a new headteacher. All the staff and the governors are working together well to make sure you make good progress and attain high standards. They have already noticed some areas where they feel you could do even better, and I agree with them. Writing standards could be better for those of you in Key Stage 1, and so could English in Key Stage 2. I have asked your school leaders and teachers to make sure that you are all making the best progress you can, from when you start school in the Reception class and as you move through each year to Year 6. I think they can do that, and I know you will help by keeping up your good behaviour and continuing to work hard, as well as having fun.

Best wishes for the future.

J M Barnes