



Stanton-under-Bardon Primary School

Inspection Report - Amended

Unique Reference Number 119938
Local Authority Leicestershire
Inspection number 291575
Inspection date 14 September 2006
Reporting inspector Alison Cartlidge

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

Type of school	Primary	School address	Main Street
School category	Community		Stanton-under-Bardon
Age range of pupils	4-10		Markfield LE67 9TQ
Gender of pupils	Mixed	Telephone number	01530 242377
Number on roll (school)	63	Fax number	01530 242377
Appropriate authority	The governing body	Chair	Vacant Position
		Headteacher	Frances Baker
Date of previous school inspection	6 June 2001		

Age group 4-10	Inspection date 14 September 2006	Inspection number 291575
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small school with all classes having more than one age group. Most pupils are of White British heritage, with no pupils having English as an additional language. The proportion of pupils with learning difficulties is above average, although these pupils are not distributed evenly through the year groups. Attainment on entry to the school varies, but has been broadly average in the last two years. At the time of the inspection, Reception children had been at school for three afternoons.

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, with particular strengths in pupils' personal development. Standards are broadly average throughout the school. Achievement is satisfactory, although progress is not consistent from year to year. Progress is good in reading in Years 3 to 5, but pupils do not all do as well as they should in mathematics. They have a limited understanding of how to tackle and solve problems. The school has identified this as a key area for development. Pupils' personal development is good. They enjoy school and settle quickly into the daily routines. Pupils behave well at all times and are supportive of each other. Older pupils are good at taking the responsibility of helping younger ones to take exercise and to stay safe at playtimes.

Whilst all teachers have good relationships with the pupils and plan thoroughly, they do not consistently meet the wide range of needs in each mixed age class, especially when working with the whole class at the start of lessons. When this happens some pupils become quietly inattentive and do not learn as quickly as they should.

Provision for children in the Reception Year is satisfactory. There are restrictions in the range of experiences members of staff can provide for the youngest children because there is limited space in the open-plan classroom they share with pupils in Years 1 to 3. This lack of space and easy access to the outdoor area limits the opportunities for children to make choices about their work. The school has developed a good curriculum for pupils in Years 1 to 5, including an extensive range of interesting additional activities such as French and a wide range of after school clubs and visits. These contribute well to the pupils' good attitudes and behaviour, and prepare them well for their future education.

Pupils receive good pastoral care and support, and procedures for academic guidance are satisfactory, although assessment information is not always used well enough in lessons to adapt work to pupils' differing needs, especially in mathematics.

Leadership and management are satisfactory. The headteacher has a clear vision for the school and a good understanding of comparative strengths and weaknesses, based on a thorough analysis of assessment information. However, several changes in subject leaders and in members of the governing body in the past year have slowed the progress of some whole school developments. Nevertheless, the governors and members of staff are committed to raising standards and several initiatives are beginning to have a good impact on teaching and learning, especially in reading and writing, demonstrating a satisfactory capacity to improve further.

What the school should do to improve further

- Improve pupils' progress in mathematics, especially in solving mathematical problems.
- Ensure that teachers enable pupils to make consistently good progress by providing work that more closely matches their needs.
- Improve the use of accommodation to broaden the curriculum for Reception children and to provide better access to an outdoor area.

Achievement and standards

Grade: 3

Standards are broadly average overall. Standards vary from year to year because each year group has a small number of pupils and the proportion of pupils with learning difficulties varies. Pupils' achievement is satisfactory. Children in the Reception Year make satisfactory progress, but a lack of space restricts the range of activities that promote independence. Nevertheless, by the end of the year, most children are working to nationally expected levels. They have a particularly good attitude towards writing and this serves them well when they start Year 1.

In end of year assessments in 2006, pupils in Year 5 were working at higher levels than those expected for their age. This was a capable year group who also performed well in end of year assessments when they were in Year 2. Pupils in the current Year 5 are on target to achieve broadly average standards. The school sets suitably challenging targets for individuals, but the school's assessment information shows that progress is uneven from Years 1 to 5, with least progress being made in mathematics in Year 3. Teaching does not consistently help all pupils to make the progress they should because work is not always pitched at the right level. Year 5 pupils generally make good progress because suitably challenging questions help them to learn quickly.

Pupils with learning difficulties make satisfactory progress overall. Whilst they learn quickly when supported by a teacher or teaching assistant, there are times, especially during whole class activities, when the work is too difficult, slowing the rate at which they learn.

Personal development and well-being

Grade: 2

The school is successful in its aim of teaching pupils to treat each other as they would wish to be treated. Pupils are very polite and courteous to each other and to adults. They are confident and enjoy school and are rarely absent. Pupils work hard, support each other well and behave very sensibly in lessons and around school. Children in the Reception class settle quickly, although limitations in the accommodation restrict the choices they can make.

Pupils' spiritual, moral, social and cultural development is good. Pupils take responsibility willingly. Older pupils are trained to help younger pupils at lunchtime and there is a hard-working school council that recently raised funds to pay for new football kit. Pupils take a very active part in the local community by raising funds for charities, working with other schools and visiting local businesses. These activities, together with pupils' well developed social skills, prepare them well for the world of work. Pupils have a good awareness of how to stay safe and healthy; one said 'we eat carrots at playtime because it helps us to concentrate in lessons'. Pupils explain confidently about the dangers of playing near the numerous disused quarries in the local area.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, though there are good features in all lessons. In the Reception Year, children settle quickly, with an experienced and skilled teaching assistant supporting the class teacher well. Throughout the school, teachers manage behaviour well and have very caring relationships with the pupils, helping them to enjoy lessons. Teachers are well organised and plan interesting activities. However, work is not always matched closely enough to need, being either too easy or too hard for some pupils. This slows the pace of learning and leads to inconsistent progress being made across the school, especially in mathematics.

Curriculum and other activities

Grade: 2

There is a good curriculum overall, with a satisfactory curriculum in the Reception Year. Despite the best efforts of members of staff, the limited classroom space and the lack of an outdoor area restrict the opportunities for children to choose to work outside. Throughout the school, an exciting range of activities outside lessons strengthens the curriculum. Visits and visitors are very effective in helping to bring subjects alive. There is a wide range of clubs and the school makes very good use of sports coaches to teach new skills. These activities are successful in helping pupils to learn how to stay safe and healthy. A residential visit to Norfolk for older pupils contributes significantly to their personal development.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Parents are right in their view that the school takes very good care of pupils' pastoral needs. Every member of staff has the best interests of the pupils at heart. They work together very successfully to ensure that pupils' well-being is safeguarded. Consequently, pupils feel happy and secure at school and are able to concentrate on doing their best. Academic guidance is satisfactory. Pupils' progress is regularly assessed and the school has a good amount of data to show how well pupils are doing. Teachers use this information to plan work, though this is not always closely matched to ensure that all pupils make consistently good progress.

Leadership and management

Grade: 3

Leadership and management by the headteacher, other members of staff and governors are satisfactory. There is a strong commitment to raising standards but there are some

inconsistencies in provision that prevent all pupils from achieving well enough. The school has been successful in tackling the issues from the last inspection by improving the partnership with parents and analysing assessment information. There are now good arrangements for keeping parents and pupils well informed, for consulting them and for taking their views into account.

The effectiveness of the school's self-evaluation is satisfactory. Recent changes in the small teaching staff have limited the role of subject leaders and much of the responsibility for school development lies with the headteacher. In mathematics, plans to develop the subject have been delayed due to staff absence. A new co-ordinator is now in place to carry this work forward. The headteacher carries out a careful analysis of assessment information and a realistic self-evaluation has made clear what needs to be done to make the school better. Work started on developing literacy is showing improvements, particularly in writing in the Reception Year and reading in Years 3 to 5.

Governors are keen and involved in the work of the school. They are supportive and are expanding their role in holding the school to account for its actions.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
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

How well do learners achieve?	3
The standards ¹ reached by learners	3
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

How good is the overall personal development and well-being of the learners?	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

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

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?	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	3
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 for welcoming the inspectors to your school and for showing us your work. You were very polite and friendly. We found that the school is doing a satisfactory job and there are some things your school does well and some things that need to be better.

What your school does best

- Members of staff help you to learn to behave sensibly and to be kind and helpful.
- The school provides you with a wide range of interesting clubs and other activities.
- Your teachers are kind and caring and look after you well.
- The headteacher, members of staff and governors are working hard to make the school even better.
- Your parents and carers are very pleased that you enjoy coming to this school.

What we have asked your school to do now

- Help you to improve your problem solving skills in mathematics.
- Make sure that teachers give you work that is neither too hard nor too easy.
- Provide more space for Reception children to work inside and make it easier for them to choose to work outside.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well for the future.



Stanton-under-Bardon Primary School
Main Street
Stanton-under-Bardon
Markfield
Leicestershire
LE67 9TQ

15 September 2006

Dear children

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Yours sincerely,

Alison Cartlidge

Lead Inspector