

# Stanwick Primary School

## Inspection report

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<b>Unique Reference Number</b>	121853
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	292241
<b>Inspection date</b>	15 May 2007
<b>Reporting inspector</b>	Hazel Callaghan

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	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Carter
<b>Headteacher</b>	Russell Findlay
<b>Date of previous school inspection</b>	27 May 2002
<b>School address</b>	Church Street Stanwick Wellingborough NN9 6PS
<b>Telephone number</b>	01933 623117
<b>Fax number</b>	01933 624294

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Stanwick Primary is a fairly small school. Most of its pupils are of White British background and all have English as their home language. The proportion of pupils eligible for free school meals and those who have learning difficulties or disabilities is below that found nationally. Children enter the Reception class with a more extensive range of knowledge and skills than is usually found in children of this age. There has been a high turnover of staff in the last two years. A number of teachers have retired or taken promotion and moved to other schools. An above average proportion of pupils leave the school each year to move on to independent schools in Years 4, 5 and 6.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Stanwick Primary is a good school that provides a stimulating education for its pupils. Teaching is good and, as a result, pupils achieve well. Most pupils really enjoy school. Several said it was 'fun'. There is a good curriculum, enriched with many additional activities, that extend pupils' knowledge and skills. They consequently enjoy their lessons and want to do well. Standards are above average and, in 2006, standards at the end of Year 6 were well above average in English and mathematics. Pupils' personal development is good and they are well prepared for their next stage of education and the world of work.

Relationships between adults and pupils are good throughout the school and this underpins the school's good care, support and guidance. Pupils feel safe and secure. They have a good understanding of how to maintain a healthy lifestyle and how to keep themselves and each other safe. The good provision starts in the Reception class, where children make a successful start to their education. The support for pupils with learning difficulties or disabilities through the school is good. Experienced and well-trained teaching assistants work with these pupils to help them achieve their individual targets. The school has only recently introduced a really effective system for monitoring the progress of all pupils and although staff have been effective in identifying those lower attaining pupils who need additional help and support, there has not been sufficient attention given to the identification of the underachievement of the most able. The higher attaining pupils and those with special gifts and talents make comparatively less progress than their peers. Pupils of all abilities say that teachers help them to understand how to make their work better. Systems for setting targets for future progress are still fairly new, however. Targets tend to be rather general and do not sufficiently focus on the next most important steps in learning.

Leadership and management are good overall. The school is well led by the headteacher who has a clear view of what is needed for it to improve further. Many new strategies in teaching and academic support have been introduced with good effect. There have been many staff changes in the last two years but the new team is already working well together and is eager to move the school forward. The leadership of many subjects is also new and, as yet, untried. Most coordinators have not had the opportunity to monitor standards in their subjects or consider areas for improvement. The accuracy of school self-evaluation is consequently satisfactory and still developing. The governing body has also had several changes. A wide range of expertise is now available but governors are also developing their roles and the systems that will help them meet their responsibilities. Based on the evidence of rising standards and achievement, and the school's commitment to move forward, it has a good capacity for further improvement.

### What the school should do to improve further

- develop a more systematic method for setting pupils targets in English and mathematics that identify the next stage in their learning
- use tracking data in a more rigorous fashion so that any underachievement is addressed
- develop a manageable plan for the monitoring and review of all subjects so that coordinators have time to implement ideas to further improve teaching and maintain high standards.

## **Achievement and standards**

### **Grade: 2**

Standards in Year 2 and Year 6 have been rising steadily since 2004 and at the last national tests, standards were above average. In Year 6, standards were well above average in English and mathematics. This constitutes good achievement since the pupils started in the Reception class. They make good progress in the Reception class and enter Year 1 with standards above those expected for their age in reading, writing and mathematics. Progress in Years 1 and 2 has been broadly satisfactory in the past but is rapidly improving because teachers have a more secure understanding of how to help pupils improve. There are still fewer pupils reaching Level 3 in writing, however, than is found nationally. Achievement has been improving over the last three years and progress in Years 3 to 6 is good, especially in English, which improved dramatically in 2006. The school is successful in enabling most of the higher attaining pupils to achieve well but not all. The introduction of more effective systems for tracking pupils' progress is supporting this progress but it is still incomplete. The progress that pupils with learning difficulties or disabilities make is good and similar to their peers.

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

### **Grade: 2**

Pupils' good personal development has a significant impact on how they achieve because they have good attitudes to their work and want to do well. Pupils say that 'school is a happy place' and everyone gets on. Pupils respect the feelings of others and most have a well-developed sense of fair play. Behaviour is good. Playtimes can be a little boisterous but pupils have no concerns about bullying. Pupils enjoy school and attendance remains above average. Pupils' spiritual, moral, social and cultural development is good overall. They do not, however, have sufficient awareness of England as a multicultural society. Pupils make a good contribution to the community. They respond positively when given responsibility, for example, as members of the active school council or as 'buddies' for those who might need support at break times. Older pupils enjoy working with the children in Reception and are concerned for the welfare of others. Pupils are polite not only to visitors but also to each other. They show interest in each other's ideas and work well together. Their good range of academic and interpersonal skills prepares them well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers plan their lessons carefully and structure the activities well. In all classes, teachers make learning interesting and many take advantage of the natural links between subjects to make the learning more relevant and stimulating. The youngest children in the Reception class, for example, are encouraged to learn from their own explorations and experience. Most lessons move along at a brisk pace. There is a clear purpose to the activities that pupils understand and they usually make good progress during the lesson. A variety of effective strategies to engage all abilities and interests are used across the school, but as yet there has been little time given to the sharing of good practice to ensure that there is consistently good achievement for all pupils across the school. Teaching assistants are well trained and work closely with teachers so that pupils with learning difficulties or disabilities are encouraged and well supported.

Assessments are thorough and now provide teachers with a good range of information, which they use effectively to plan new work.

## **Curriculum and other activities**

### **Grade: 2**

The school curriculum is enriched with many additional activities that motivate pupils' interest and meet their learning needs well. In the Reception class, a range of well-balanced activities provides many opportunities for children to learn through self-chosen tasks and adult-led activities. The provision for information and communication technology (ICT) is much improved and older pupils use it confidently to research for information. Links with other schools and colleges extend pupils' activities further. Opportunities to share activities that support and extend the learning of pupils with special gifts and talents, for example, are developing. A strong personal, social and health curriculum has a significant impact on pupils' development as it provides many opportunities for pupils to take positive decisions and make informed choices. Opportunities to come in contact with people of different religions and ethnic backgrounds are few and so their understanding of the richness and diversity of English society is not sufficiently developed. There is effective provision for promoting pupils' healthy lifestyles and the school successfully attained the Charter Mark from the Football Association.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is good. Pupils say they feel safe and well cared for and know there is always an adult they can go to if they are worried. Good attention is given to pupils' safety and the school responded well to parents' concerns over school security. The school has forged constructive links with a range of outside agencies, which provide support for pupils when it is required. Pupils say teachers help them to get better at their work but the procedures for pupils' academic support and guidance are still developing. Teachers set the pupils targets for what they need to improve in English and mathematics. These targets are not, however, as useful as they could be because they do not identify the next steps in learning. Pupils' work is marked regularly and there are many good examples of praise for pupils' effort and the identification of what has been achieved.

Advice to pupils on how to improve is more infrequent. Challenge for the most able pupils is being developed more effectively, especially in the oldest classes, but systems to monitor pupils' progress have not been used to identify the possible underachievement of the more able. Support and guidance for those with special gifts and talents is still in the early stages of development.

## **Leadership and management**

### **Grade: 2**

Significant changes in the teaching staff over the last two years have created some initial difficulties but new staff are energising the school. Teachers work well together and, under the good leadership of the headteacher, are effectively making changes that are supporting pupils' better progress. Some initiatives are still very new and not yet complete but there is clear evidence of their impact on raising standards, developing a stimulating curriculum and helping pupils' understanding of how to improve. Most subjects have new coordinators who

are already developing their plans for the future. So far there have been few opportunities for them to lead their subjects and an overall plan for formal review and monitoring has yet to be developed. There have also been changes to the governing body. New governors bring a range of expertise that will support the school but they too are mostly untried in their new roles and responsibilities. The school's ability to evaluate itself is satisfactory at present but is developing rapidly. The impact of the new management is, however, already positive and their capacity for further improvement is good.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<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	3
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	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	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

Dear Pupils

Inspection of Stanwick Primary School, Wellingborough NN9 6PS.

I am writing to say thank you for making me feel welcome in your school and for helping me with my questions. I really enjoyed chatting to you and found what you said very interesting. I thought you would like to know what I found out about your school.

What we liked about the school

- it is a good school where you are happy and enjoy your lessons;
- you get on well with each other and with the adults in the school;
- you behave well and are very friendly and kind to each other;
- you try hard to do well in your work;
- teaching is good and teachers help you to be successful in your work;
- you understand the importance of keeping healthy and safe and try to make positive choices about exercise and what you eat;
- you are good at taking responsibility and enjoy helping others;
- all the adults in school look after you well and help you feel safe;
- the school is led well by your headteacher.

What I have asked the school to do now

- for teachers to set you targets that identify what you are to learn next in your work
- to check your progress regularly so that your good progress continues each year
- for a programme to be planned so that teachers who are responsible for the different subjects can check how well you are taught and the quality of your work.

Thank you again for being so polite and helpful to me.

Best wishes

Mrs Hazel Callaghan (Lead Inspector)