

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404045  
F 020 7421 6644  
www.ofsted.gov.uk



19 October 2006

Ms Emma Gibson  
Acting Headteacher  
Stanton Road Primary School  
Stanton Road  
Bebington  
Wirral  
Merseyside  
CH63 3HW

Dear Ms Gibson

Ofsted survey inspection programme – Evaluation of the impact of the Primary National Strategy

I am grateful for the hospitality and co-operation of you and your staff, during my visit on 20 September 2006 to look at work in the Primary National Strategy (PNS).

As outlined in my initial letter, as well as looking at key areas of the PNS, the visit had a particular focus on the quality of continuity and progression for pupils on entry to a new key stage.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of English lessons in Years 3/4 and Years 1/2.

The overall effectiveness and impact of the PNS was judged to be satisfactory.

Achievement and standards

Achievement is satisfactory overall.

- Provisional results in the 2006 national tests show a marked improvement in performance at Key Stage1 from average to well above average in all subjects. There was a notable rise in the number

of pupils reaching the higher levels in the tests. Performance in writing was slightly weaker than in other areas.

- At Key Stage 2 this year's results in the core subjects are above the national averages. However, with the exception of performance at the higher level 5 in science, the school did not meet its targets. There was a dip in scores in English.
- Pupils in Year 1 were able to recognise rhyming words and higher attainers could write accurately a number of three letter words which rhymed.
- Year 3/4 pupils understood the main characteristics of a newspaper headline and were able to create one using a suitable computer programme.
- Pupils' behaviour is satisfactory. Most apply themselves diligently to tasks.

### Quality of teaching and learning

The quality of teaching and learning is satisfactory overall.

- Stimulating resources matched learning objectives well and enabled pupils to make some independent choices when tackling tasks.
- Reviews at points during lessons were effective in keeping pupils on task and focused on their learning.
- Pupils' progress was slowed at times because teachers' instructions were not clear enough.

### Quality of curriculum

The quality of the curriculum is good.

- Pupils have opportunities to practise transferable skills across the curriculum. In a lesson observed pupils employed a range of computing skills to produce a newspaper page about the Romans containing their own digital photos and a headline of their own making.
- Effective use is made of assessment information to group pupils with similar learning needs.
- The curriculum is enriched through a range of courses provided by local secondary schools in areas including sport, the humanities and modern foreign languages.

### Leadership and management of the Primary National Strategy

Leadership and management of the strategy are good.

- Careful analysis of outcomes has led to the introduction of well targeted initiatives and interventions resulting in recent improvements in standards at Key Stage 1.

- A manageable and effective system for tracking pupils' progress has been established. Assessment information is used to identify insecure areas of learning.
- Systems for monitoring the quality of provision are not fully embedded.

### The quality of transition

The management of transition is good.

- A day in the summer term is devoted to introducing all pupils to their new classes. Particular emphasis is placed on ensuring that Year 2 pupils feel confident as they move to Year 3 and a different section of the school building.
- Classroom provision and curriculum planning ensure that both the setting and learning activities meet the varied needs of pupils moving from the Reception class to Year 1.
- Systems for transferring personal records to secondary schools, particularly for those pupils who have learning difficulties and/or disabilities, are effective.

### Inclusion

The provision for inclusion is good.

- Effective use is made of assessment information to ensure that interventions match pupils' learning needs and are making a difference.
- A thorough map of all the interventions used by the school enables support for pupils to be prioritised and managed efficiently.

Areas for improvement, which we discussed, included:

- \* to fully establish systems for monitoring and evaluating the quality of provision
- \* to improve pupils' skills at word and sentence level in order to raise standards in writing
- \* at Key Stage 1, to improve boys' speaking and listening to provide a firm foundation for writing.

I hope these observations are useful as you continue to develop the Primary National Strategy in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Mrs Jane Austin  
Her Majesty's Inspector