

# Stanford Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	118015
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	312781
<b>Inspection dates</b>	7–8 February 2008
<b>Reporting inspector</b>	Jennifer Taylor

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	255
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Peter Tissington
<b>Headteacher</b>	Mrs Kate Cooper
<b>Date of previous school inspection</b>	1 April 2005
<b>School address</b>	Cooper Lane Laceby Grimsby DN37 7AX
<b>Telephone number</b>	01472 318003
<b>Fax number</b>	01472 318009

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

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an average sized primary school in a village setting close to Grimsby. It serves a mainly White British population with very few children of minority ethnic heritage. The number of children entitled to free school meals is below the national average. The proportion of pupils who move into and out of the school is greater than would usually be expected. The school has received the Activemark award and is acknowledged as a Health Promoting school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school's overall effectiveness is satisfactory; it provides satisfactory value for money. The strengths of the school are in Foundation Stage and in the personal development and well-being of pupils which are judged to be good. This is a result of good pastoral care, good relationships between staff and pupils and the orderly, happy atmosphere in school.

Standards are average and the pupils' achievement throughout the school is satisfactory. Children start school in the Foundation Stage with a wide range of abilities that are broadly typical for their age. They make good progress in Reception and satisfactory progress in Key Stages 1 and 2. At the end of Key Stage 1, the school's results of assessments in reading, writing and mathematics are average and show that different groups of pupils reach the standards of which they are capable. The results of tests at the end of Key Stage 2 in 2007 were broadly average, although they show that more able pupils did not do as well as they should have done in English and science.

The quality of teaching and learning is satisfactory. There are examples in lessons of good teaching that excites pupils and gives them a good understanding of their progress. Recent changes in the arrangements for tracking pupils' progress are having a positive effect on the quality of teaching but inconsistencies remain in planning so that matching work to pupils' needs and abilities is not always accurate particularly for more able pupils. Not all pupils understand how to improve their work because they do not always receive clear guidance through teachers' marking or their targets for learning.

Parents are supportive of the school but several commented on the difficulties which have arisen resulting from necessary staff changes. Pupils enjoy coming to school and feel safe and secure. They enjoy their learning and behave well. The curriculum is satisfactory with strong provision to support personal development. There are a wide range of additional activities provided to enrich the curriculum, for example a choir, orchestra and 'wake and shake'. The school council makes a good contribution to the school community and pupils have a strong interest in recycling materials at school. Pupils are encouraged to adopt a healthy lifestyle by using scooters as transport to school. The fluorescent high visibility waistcoats that many of them wear contribute to their learning how to keep safe. Pupils' ability to work well together and their developing literacy and numeracy skills prepare them adequately for the next stage of their education.

Leadership and management are satisfactory. There is strong emphasis on promoting pastoral care and supporting less confident pupils. The newly introduced assessment procedures are beginning to enable teachers to set more appropriate, achievable learning targets for all pupils. Progress is measured by the success of pupils achieving these learning objectives but a common practice has yet to be adopted by all teachers. The role of subject managers in setting a clear direction for raising standards is underdeveloped. Governance is satisfactory and there is satisfactory capacity for the school to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in Foundation Stage is good. When children start in the Foundation Stage their skills are broadly typical for their age, with some who have lower levels of development. Children make good progress overall, particularly in personal and social development, number and

physical development. By the end of reception most of the children reach the levels expected for their age, including those children who catch up from a low starting point. A significant number exceeds the levels expected. Good management and leadership together with good teaching result in children achieving well. Children behave well and enjoy school responding enthusiastically to the good provision and exciting opportunities to learn through exploration. A celebration of the Chinese New Year saw an explosion of rich colour, percussive music, delicious tastes and a fearsome Chinese dragon. The accommodation and resources for Reception age children in the Foundation Stage do not provide children with free flow access to the outdoor curriculum. This is hampering their independent learning skills. Parents are pleased with the systems set up by the school so that they can share their child's learning journey in the Foundation Stage at home on their computers.

### **What the school should do to improve further**

- Improve the achievement of more able pupils in Key Stage 2, particularly in English and science.
- Ensure that teaching provides appropriate challenge and guidance for all pupils.
- Develop the skills of subject leaders in order to contribute more fully to raising standards.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are average and pupils' achievement is satisfactory. At the end of Foundation Stage children reach levels which are similar to those expected for their age. By the end of Year 2 standards are broadly in line with national expectations. Reading is the strongest subject and mathematics is weakest. Boys do not perform as well as girls.

The school's results in the 2007 national tests for Year 6 pupils were broadly average in English, mathematics and science. Although the more able pupils fulfilled their potential in mathematics, this was not the case in English and science. The results were not as good as those achieved by the school in previous years. The school has improved its arrangements for tracking pupils' progress; this is having a beneficial effect on pupils' progress in lessons and in their workbooks.

Pupils with learning difficulties and/or disabilities and those from minority ethnic groups make satisfactory progress in achieving their targets. They benefit from satisfactory support and from improved tracking procedures

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

### **Grade: 2**

Attendance is good. Pupils are happy in school and enjoy learning, particularly in those lessons which include practical involvement and interesting learning activities. Behaviour is good in lessons and around the school. Exclusions are rare. Pupils get on well with each other and with adults. They feel safe and secure in school. They are confident that the very rare instances of bullying are effectively resolved by their teachers. Pupils' spiritual, moral social and cultural development is good. They respond well and with reverence to opportunities provided to reflect on issues important to them, for example at the conclusion of an enjoyable assembly celebrating the Chinese New Year. Pupils take on responsibility as members of the school council or by

helping younger pupils to be actively involved in physical activity. They appreciate the need to recycle waste materials and have been proactive in seeking the support of the local authority for their efforts to recycle paper. Members of the school orchestra perform regularly for the local community. Pupils know how to work safely, for example in physical education lessons. Pupils' understanding of the important contribution made by diet to a healthy lifestyle is recognised by the school obtaining the Healthy Schools Award. They are developing a satisfactory level of basic skills in preparation for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory with some examples of good practice. In lessons where the pupils make good progress, the teaching is exciting and well planned techniques are used to help pupils demonstrate what they have learnt. Strategies to boost the achievement of lower ability pupils are underpinned by the effectiveness of the work of teaching assistants and specialist teachers. The marking of pupils' work is satisfactory; the best examples show pupils quite clearly what they need to do to improve their work but this quality of marking is not used consistently throughout the school. In a minority of lessons, the teaching is mundane and does not include sufficiently accurate plans to address the needs of pupils of different abilities. In particular, this shortcoming affects high attaining pupils who are not challenged enough, especially in English and science. Nevertheless, recently modified systems to track pupils' progress are being used with increasing success to pitch work accurately for pupils of all abilities.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. Teachers are making links between subjects more evident so that learning makes better sense to pupils. Opportunities in planning the curriculum are missed to ensure the level of challenge is sufficient to raise achievement for all pupils. There are few opportunities planned to enable pupils to practise their skills in English and mathematics in other subjects. In some subjects there is an over-reliance on worksheets that limit opportunities for pupils to practise their reading and writing skills. Purposeful intervention programmes are used to support specific groups of pupils. External guidance is sought in order to provide appropriate support for those with specific learning difficulties. An effective programme to promote a healthy lifestyle and safety in school is in place. A school sports development strategy supports pupils' good personal development. A range of visits to places of interest and visitors offering a variety of skills and expertise enrich the curriculum well as do the good range of activities and sports clubs. Being part of a network of schools engaged in geography work helps pupils appreciate what is on offer beyond their school and raises their work ambitions.

### **Care, guidance and support**

#### **Grade: 3**

Care, guidance and support are satisfactory. Good care is taken of all pupils. The school's procedures for safeguarding pupils, risk assessment and child protection arrangements meet statutory requirements. Pupils are well cared for and feel happy and safe in school. Pupils are punctual and attendance figures are above the national average. Relationships with parents

and outside agencies are good, ensuring that vulnerable pupils, for example those at risk of exclusion, are well supported. Older pupils appreciate the way in which they are prepared for the next stage in their education. Academic guidance has recently been revised. It is now more informative so that pupils' progress and attainment can be monitored more closely and any necessary intervention to their learning can be made promptly. Currently there is too much variation from class to class in the extent to which pupils understand their targets and to know what to do to improve their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Personal development is strongly promoted through the pastoral care and guidance pupils receive. This is apparent in the way pupils behave towards each other and with adults. They are courteous and helpful. The school's leadership has worked hard to implement more efficient systems to track pupils' progress and measure their standards; they have made good use of advice from the local authority to introduce revised procedures. Although this change is recent, pupils' progress in lessons and in their workbooks is improving. Subject co-ordinators have recently taken over their role and their role in raising standards has yet to be developed fully to augment the work of the newly restructured management team. Governance is satisfactory. Governors know the school well. They have supported the school through the recent, difficult and prolonged period of staff changes. The school has made satisfactory improvement since its last inspection and its self-evaluation shows that it has a clear view of its strengths and areas needing further improvement.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

### 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?	3
How well are learners cared for, guided and supported?	3

<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>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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**

8 February 2008

Dear Pupils

Inspection of Stanford Junior and Infant School, North East Lincolnshire, DN37 7AX

Mrs Mothersdale, Mr Pearson and I enjoyed visiting your school to talk to you and see many of the interesting things that you do. We thought that you were polite and well behaved in class and around the school. You greeted us warmly. We particularly enjoyed sharing your celebration assembly to welcome the Chinese New Year.

Your school gives you a sound start in your education. The children in Foundation Stage make good progress in their learning and although the remainder of the school work hard and listen to your teachers you do not always reach the expected standards in national tests, especially those of you with higher ability. Your school makes sure you are kept safe and healthy. It was interesting to see so many of you wearing bright yellow jackets as you scooted to and from school. It is good to see that you are taking such a keen interest in recycling paper and seeking the help of the local authority.

To help you do better in the future you will need to work hard to reach the new targets your school is setting for you. We have asked the school to make sure that the work you do really stretches you and helps you to do your best. The school will make sure that you have lots of help so that you know how you can improve your work. With all this help you should do even better in your tests in English, science and mathematics at the end of the year, especially those of you who are capable of reaching even higher levels.

Thank you again for talking to us and making us so welcome. We wish you well for the future.

Yours sincerely

Jennifer Taylor

Lead inspector