

# Stanstead Nursery and Primary School

Inspection report

---

<b>Unique Reference Number</b>	122508
<b>Local Authority</b>	City of Nottingham
<b>Inspection number</b>	314313
<b>Inspection dates</b>	2–3 July 2008
<b>Reporting inspector</b>	Alison Cogher

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Storer
<b>Headteacher</b>	Mrs Patricia Vladev
<b>Date of previous school inspection</b>	19 January 2004
<b>School address</b>	Stanstead Avenue Rise Park Nottingham Nottinghamshire NG5 5BL
<b>Telephone number</b>	0115 915 6300
<b>Fax number</b>	0115 915 6301

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	2–3 July 2008
<b>Inspection number</b>	314313

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average sized primary school with its own Nursery. An average proportion of pupils is entitled to free school meals. Most pupils are of White British descent but a range of other ethnic backgrounds is represented in the school, the largest group of which are of Travellers with Irish heritage. Very few pupils have English as their second language. The proportion of pupils who find learning particularly difficult is above average. Children's levels of skills and knowledge on entry to the Nursery are broadly as expected for children their age. The school has been through a period of considerable disruption in the past few years.

The school has achieved a number of nationally recognised awards including Investors in People and the Active Mark. A full range of extended care and education services are available at the 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 provides a satisfactory quality of education. It is emerging from a period of instability that disrupted the continuity and consistency of its work. The provision for children in the Foundation Stage has improved over the last year, with the implementation of systems to improve the accuracy of assessment helping teachers with their planning. In the rest of the school, curriculum developments are giving learning greater relevance for pupils. The headteacher, staff and governors are committed to improving pupils' progress, raising standards and improving achievement. The majority of parents are supportive and feel able to take an active part in the life of the school and their children's education. However, a significant proportion express concern regarding their interaction with the school and consequently their ability to contribute to its work.

Standards are broadly average and pupils' achievement and progress is satisfactory overall. Whilst the school's assessment data is beginning to show encouraging signs of improvement, the more able pupils do not always reach the standard they are capable of. When teachers match work successfully to their needs, pupils make good progress. However, teachers' do not always make best use of their knowledge of what pupils know and can do to ensure that their planning meets the needs of all pupils, particularly the more able. Improved links between subjects is giving pupils' learning a purpose and making lessons more enjoyable. They particularly appreciate the enrichment activities that contribute well to their learning.

Pupils generally have positive attitudes to learning and enjoy school. Members of the school council, elected from Years 3 to 6, are involved in consultations about the school's work, such as the new Trim Trail. However, their potential to contribute actively to school improvement and communication within the school is not fully realised. The school provides good pastoral care and support for pupils. They are set targets for improvement and staff track their progress towards them. Pupils' work is marked regularly and pupils are informed about how well they have done during the lesson. However, they do not always know what their personal targets are or how to make their work better.

Leadership and management are satisfactory overall. The headteacher and staff have introduced effective systems this year to support the raising of standards and these are beginning to have a positive impact on pupils' learning. Consequently, the school is moving in the right direction. Governors have provided strong support for the school during a difficult period and have a good range of skills to support them in their role. However, the effectiveness of communication between the school, parents, pupils and governors is not good enough. Therefore, not everybody feels they understand why changes are necessary or how they can contribute to making the school better.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage is led and managed well. Children settle quickly and happily into school. They start in the Nursery with knowledge and skills that are broadly typical of their age. Recent improvements made to the provision are ensuring that children make good progress. Consequently, by the end of their Reception year, most reach, and some exceed, the expected goals in all areas of learning. Good assessment procedures provide teachers with accurate information about children's learning. They use this well to plan activities that generally are

well matched to children's interests and abilities, although at times these do not always challenge the more able enough. Children develop good levels of independence. Resources, including the outdoor area, are used effectively. Positive relationships and good adult involvement in activities ensure that children learn well. Effective teaching of basic literacy and numeracy skills prepares them well for their work in Year 1. Staff are succeeding in forging a strong partnership with parents, who are very appreciative of the provision made for their children.

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

- Improve communication so that all those involved with the school understand the reasons for changes that are made and are able to contribute to school improvement.
- Improve the use made of assessment information to increase the challenge for all pupils, particularly the more able.
- Make sure that pupils know what they have to do to improve their work.

A small proportion of 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**

In Years 1 to 6, pupils' achievement is satisfactory and the majority make satisfactory progress towards their targets. Standards in Year 2 have varied over the last few years and, in 2006 and 2007, they fell to below average in reading and mathematics and exceptionally low in writing. Action taken by the school this year has largely halted this decline and standards have improved to be broadly average. Over the past three years, standards in Year 6 have often been above average in English, mathematics and science and pupils' progress and achievement has been at least satisfactory from pupils' starting points. Indications are that the progress and achievement of pupils in the current Year 6 is satisfactory. The achievement of pupils who have difficulties with learning and Traveller pupils is similar to other pupils.

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

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory. They have a sound understanding of right and wrong and generally treat each other with care and consideration. The vast majority of pupils behave well in and around the school. However, in lessons, they are not always managed effectively and a few pupils engage in low-level disruptive activities that disturb their own learning and that of others. Generally, pupils know how to keep safe and are happy to turn to an adult for help. They have a satisfactory understanding of the diversity of cultures in modern-day Britain and the wider world. The recent provision of a 'Trim Trail' on the playground and the daily lunchtime sports activities is helping pupils to develop their fitness and understanding of the benefits of leading a healthy lifestyle. Pupils appreciate the importance of a balanced diet and regular exercise in keeping themselves healthy. Pupils' preparation for the next stage of their education and the world of work is satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

The vast majority of pupils listen carefully to adults and each other, are keen to answer questions and willing to 'have a go'. Relationships are generally positive and pupils appreciate the individual support provided by staff. As a result, they feel able to ask for help when they need it. At the start of each lesson, most teachers discuss with pupils what they will learn and what is expected of them. In the most effective lessons, they use a variety of teaching strategies that capture pupils' imagination and motivate them to learn. For example, having watched a programme about a visit to a vet's surgery, pupils in Year 1 worked in small groups to put in sequence the events of the visit. This practical activity enabled them to tackle writing about the visit, confidently recounting each event in the correct order. Teachers sometimes make good use of questioning to help pupils use what they already know to solve problems for themselves. As a result, in these lessons their confidence, self-esteem and independent learning skills develop well. However, expectations are not always high enough to engage pupils' attention and enthuse them to work hard.

### Curriculum and other activities

#### Grade: 3

The recent focus on developing themes that link different subjects is successfully adding relevance and enjoyment to pupils' learning and is helping to raise standards. For example, pupils are able to practise their writing skills as they record their observations and ideas in design and technology. The focus on music is widening their experiences of music making and strengthening their confidence as they perform to other pupils and their parents. The needs of pupils who find learning difficult and those with a Traveller background are catered for satisfactorily through the help they receive from support staff. However, the provision for more able pupils is inconsistent and their learning needs are not always met. Regular visitors, and visits to places of interest broaden pupils' experience and help them appreciate the wider world. Over the course of the school year, there is a wide range of activities outside the school day, which are supported well by pupils.

### Care, guidance and support

#### Grade: 3

The school has suitable systems in place to safeguard pupils' welfare and adequately promote their personal development and well-being. Staff know their pupils well and provide them with good pastoral support. Partnerships with other schools and external agencies are developing well, ensuring that pupils receive appropriate additional support if they need it. Recently implemented systems are enabling teachers to track pupils' academic progress. This information is increasingly used to set pupils targets for improvement, although for some pupils their targets are not high enough. Teachers' marking of pupils work is generally supportive but rarely indicates to pupils what they need to do next to improve.

## Leadership and management

### Grade: 3

The headteacher understands what the school needs to do to improve. With the support of staff, new systems have been implemented to help raise pupil achievement and standards. School self-evaluation is improving as staff in leadership roles develop their skills of checking the quality of provision and standards in their subjects. However, the school's evaluation of its work as good or outstanding is not substantiated by its day-to-day practice, partly because the full impact of recent improvements is yet to be realised. Leadership of the provision for pupils who find learning difficult and for Traveller pupils is satisfactory.

**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](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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?	3
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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
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

4 July 2008

Dear Pupils

Inspection of Stanstead Nursery and Primary School, Nottingham, NG5 5BL

Thank you very much for the way you helped us with the inspection of your school. You made us feel welcome and we enjoyed having our lunch with you and talking to you about your school and your work. We appreciated your talking to us so honestly.

These are the main things we found out about your school.

- Yours is a satisfactory school and things are getting better.
- Children in the Nursery and Reception classes are making good progress. Most of you in Years 1 to 6 are making satisfactory progress but some of you who find learning easy could do even better.
- You all have targets to help you with your learning but not all of you are sure what they are or what you need to do to reach them.
- All those involved with your school want it to be a very good place for you to be and for you to learn really well. But not everyone feels they understand why things need to change and they also don't know how they can help.
- Staff take good care of you and help you to understand how to keep healthy.
- Most of you behave well and work hard in lessons. A few of you do not always pay attention and this makes it difficult for you and other pupils to learn.

To help your school become better so that you can learn well we have asked the headteacher, staff and governors to do the following things:

- make sure that everyone, including you, understands why changes are being made at school and how you can all help your school to get better
- make sure that teachers use what they know about your work to help all of you to learn faster, particularly those of you who find learning easy
- make sure you know what to do to make your work better.

Thank you again for being so helpful. Our best wishes for the future.

Alison Cogher Lead inspector