

# Standhill Infant School

## Inspection report

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<b>Unique Reference Number</b>	122530
<b>Local Authority</b>	NOTTINGHAMSHIRE LA
<b>Inspection number</b>	314318
<b>Inspection dates</b>	17–18 October 2007
<b>Reporting inspector</b>	Rajinder Harrison

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Barton
<b>Headteacher</b>	Miss Lynn Averill
<b>Date of previous school inspection</b>	17 January 2005
<b>School address</b>	Standhill Road Carlton Nottingham Nottinghamshire NG4 1JL
<b>Telephone number</b>	0115 8476787
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a smaller than average sized school. Most pupils are of White British origin. A small number represent a range of ethnic backgrounds but none is new to speaking English. The proportion of pupils with learning difficulties and/or disabilities is average but none has a statement for special educational need. Few pupils are entitled to free school meals. Most children start school with knowledge and skills that are at the levels expected.

## 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 good features. Pupils' personal development is good. Pupils are happy at school, form good relationships and feel safe and well looked after. They trust all the adults that work with them and know who to go to if they need help. Pupils are kind and willingly help around the school. They know well the importance of staying fit and healthy and enjoy the good clubs and activities the school offers. Parents' views about the school are generally positive.

Pupils' achievement is satisfactory. Children start in Foundation Stage 2 with the knowledge and skills expected at this age, although aspects of literacy are sometimes weaker. At the end of the Foundation Stage, all children attain the expected levels and a few exceed these. Progress is satisfactory in Years 1 and 2, but is better in some classes than others. Where teaching is good, teachers challenge pupils well through good questioning and so pupils achieve well. However, teaching is satisfactory overall because some lessons fail to meet pupils' needs adequately. In these lessons, teachers' expectations of what pupils can do are not high enough, particularly the more able. Hence, pupils do not work as hard as they could. In Year 2, overall standards are average. The recent work done to improve pupils' word building strategies has helped to improve standards in writing. Standards in mathematics are slightly weaker but the school is taking appropriate steps to address this. Standards in science are above average because pupils' investigation skills are good. The curriculum is satisfactory but the activities often do not challenge pupils enough. Pupils with learning difficulties and/or disabilities receive the help they need to achieve satisfactorily. Care arrangements are good but teachers' assessments are not accurate enough to set pupils targets that stretch them and pupils do not always receive the advice they need to improve their work.

Leadership and management are satisfactory. The headteacher is accurate in assessing the school as satisfactory and has identified what needs to be done to make improvements. However, following staffing changes at the senior level, she has been unable to establish effective teamwork that ensures everyone is focused on raising standards. Teaching is not monitored rigorously enough to make sure all lessons are at least satisfactory and that pupils progress well in every class. The school has new systems to check pupils' progress but teachers are not analysing this information accurately enough to challenge pupils effectively across the full ability range. Nevertheless, the school's 2007 test results are better than those of 2006, so recent actions are showing some impact. Improvement since the previous inspection has been satisfactory. With the additional good support from the local authority, staff and governors have a satisfactory capacity to improve the school.

## Effectiveness of the Foundation Stage

### Grade: 3

Because of the caring relationships the school fosters, children settle quickly. They are safe and well looked after. They make new friends quickly, work confidently and behave exceptionally well. Teaching is satisfactory and sometimes good. Interesting activities, with a good balance between those that are adult-led and those the children choose, make learning fun. They perform least well in their literacy skills. Effective strategies, such as the increased use of speaking, reading and writing activities, are in place to address this. The leadership and management of Foundation Stage provision are satisfactory. The classroom accommodation is stimulating and well resourced but the school has no designated outdoor area. This limits the

opportunities for children to play and learn independently, especially in their physical development.

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

- Improve teaching and ensure that the work teachers plan challenges pupils of all abilities fully in all lessons.
- Improve leadership and management by ensuring that all leaders carry out their monitoring roles rigorously and have a clear focus on eradicating any aspects of pupils' progress or teaching that are inadequate.
- Ensure teachers assess pupils' progress accurately and give pupils the advice they need to improve their work.

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**

From expected levels at the start of the Foundation Stage 2, standards are average overall when pupils leave in Year 2. This represents satisfactory progress. Most pupils achieve satisfactorily, but progress in Year 1 is not as good as elsewhere in the school because there are weaknesses in teaching in this year group. Standards in 2007 improved on those in 2006, because pupils in Year 2 received good additional help that was particularly effective in supporting the development of their literacy and numeracy skills. Standards are broadly average in reading and writing and above average in science. Standards in mathematics, while broadly average are the weakest but the school is taking the right action to develop pupils' problem-solving skills and raise standards further, especially for the more able.

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

### **Grade: 2**

Pupils' good attendance and positive attitudes show they enjoy school. Many say 'I like school because we do fun things'. Pupils' spiritual, moral, social and cultural development is good. They are polite, friendly and respectful of others, especially, in the way they share and take turns. They know what is expected of them and respond well, even in lessons that lack challenge. They behave well particularly when working independently. Pupils enjoy many responsibilities. For example, 'playground buddies' take care of those who are upset. Teachers seek pupils' views regularly, for example regarding the playground equipment they want. Whole class discussions during lessons called 'circle time' encourage pupils to raise specific concerns. Lunchtimes are good, social occasions and most pupils choose healthy options that include good school meals. Pupils exercise regularly, with many attending the 'Yoga Nutz' after school. They know how to stay safe and seek help if they are worried. They contribute well to the wider community through, for example, distributing harvest gifts and fund raising. Visitors and visits help pupils gain a good understanding of the wider world and other cultures. They develop a good understanding of managing money by saving through the book club. This, along with pupils' good social skills will benefit them well in later life. However, their average basic skills mean that their readiness for the future is satisfactory overall.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory overall. Some is good but some is inadequate. The good lessons are lively and capture pupils' interest well. Expectations are high and pupils respond well to the challenges and produce good work. Teachers pose probing questions and encourage pupils to discuss their ideas, so they are more confident in their answers. They use computer programmes well to support their teaching. Teaching assistants help pupils of all abilities participate and learn effectively. Other lessons, while generally satisfactory, are less stimulating, lack pace and do not require pupils to work hard. Teachers talk for too long, direct learning too much and tasks do not challenge pupils enough, particularly the more able. Pupils of all abilities often all do the same work and this impedes better progress. Pupils enjoy working in small groups but not all teachers provide such opportunities. Occasionally, planning is poor and takes insufficient account of assessments to make sure pupils build successfully on what they already know. Pupils are unclear about what they have to do and why, and this results in some lessons being inadequate.

### Curriculum and other activities

#### Grade: 3

While the curriculum is satisfactory, it is not planned well enough to take account of what pupils can already do or to ensure that the work set places sufficient demands on all pupils. The school has started to consider the needs of the more able pupils but there is still not enough challenge for these pupils in all lessons and, consequently, they sometimes make less progress than they could. Nevertheless, additional problem-solving activities are improving pupils' achievement in mathematics and well-focused support has helped pupils in Year 2 attain average standards in the 2007 national tests.

The curriculum supports pupils' personal development well, particularly in promoting their self-esteem. Parents and pupils value the good range of the out-of-class activities the school organises, particularly for physical exercise. Pupils benefit from many visits and visitors that help make the learning more interesting. For example, visits from the emergency services improve pupils' understanding of personal safety. Such activities boost pupils' confidence and give them a good insight into the world beyond school.

### Care, guidance and support

#### Grade: 3

Care, guidance and support are satisfactory overall but care arrangements are good. Pupils new to the school are made very welcome and arrangements to prepare pupils for junior school are good. Procedures to ensure pupils' safety, welfare and protection are all securely in place. Pupils know who to go to if they are worried or upset. Pupils with learning difficulties and/or disabilities receive good individual support, with external agencies consulted where appropriate.

Procedures for academic guidance are inadequate. The school has introduced satisfactory systems to check pupils' academic achievement but the information collected is not accurate enough to support effective target-setting for individual pupils. As a result, teachers cannot readily identify those pupils who need additional challenge or support to maximise their progress

and achievement. Similarly, marking does not always show pupils what they need to do to improve their work.

## **Leadership and management**

### **Grade: 3**

Following a major re-organisation of the roles and responsibilities of leaders and managers last year, the headteacher identified key areas for school improvement. Managers have had some training to carry out their duties but they are not yet leading developments rigorously enough to secure good improvement and raise standards. They review their individual areas of responsibility satisfactorily and provision for literacy, science and mathematics has improved. However, they have not done enough to address the weaknesses in teaching, assess pupils' progress accurately and ensure all pupils have the work they need to achieve well.

Governors visit the school regularly and the headteacher and subject leaders provide them with satisfactory information regarding developments. Good financial management ensures adequate funds support priorities such as improving resources and providing staff training. Governors are less diligent in monitoring the school's work, particularly in checking whether the actions taken to make improvements are having any impact on raising pupils' performance. In light of pupils' satisfactory achievement, value for money is satisfactory.

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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	3
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	4
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

22 October 2007

Dear Children

Inspection of Standhill Infant School, Carlton, Nottinghamshire, NG4 1JL.

I am writing to tell you what I found out when I came to your school recently to look at the work you do and to talk to your teachers. I enjoyed meeting you all and seeing you enjoy yourselves so much. Thank you for making me feel welcome and for being so friendly and polite. I enjoyed talking to you and I particularly liked your lovely harvest assembly, where you all sang so beautifully and recited your action poems so well.

I particularly liked these things.

- The school did better in its test results this year than in 2006, so things are getting better.
- You really enjoy the good lessons, where you work hard and learn lots of new things.
- You enjoy coming to school, behave well and are nice to each other.
- You know about staying safe and healthy and enjoy your school dinners.
- You have lots of good visitors and trips to help you learn many interesting things.
- You make good friends and can go to someone if you are worried or unhappy.
- The headteacher and all the staff take good care of you and help you.

These are things we have asked the school to do to become even better.

- Make sure all your lessons are good and that all teachers give you the work you need to help you achieve even more.
- Make sure the headteacher and all the other leaders do more to help staff to help you to do as well as you can.
- Make sure that teachers check what you can do carefully and show you how you can improve your work.

There are things you could do to help too. For example, you could make sure you always do your best and ask for harder work if you need it.

I hope that you will all do well in the future.

Yours sincerely

Rajinder Harrison

Lead Inspector