

# Stanley Burnside Primary School

## Inspection report

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<b>Unique Reference Number</b>	114033
<b>Local Authority</b>	Durham
<b>Inspection number</b>	325929
<b>Inspection dates</b>	18–19 November 2008
<b>Reporting inspector</b>	Peter Bannon

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 (total)	200
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Croft
<b>Headteacher</b>	Mr Philip Barker
<b>Date of previous school inspection</b>	1 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Mendip Terrace South Stanley Stanley County Durham DH9 6QP
<b>Telephone number</b>	01207 234020
<b>Fax number</b>	01207 237425

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is an average sized primary school. It serves an area of considerable social and economic disadvantage. This is confirmed in the high proportion of pupils entitled to a free school meal. The proportion of pupils with learning difficulties and/or disabilities is above average. Almost all pupils come from a White European background. The Early Years Foundation Stage (EYFS) provision comprises a Nursery and a Reception Class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Stanley Burnside is a good school. It is a welcoming environment where pupils make good progress all round. The manner in which pupils conduct themselves is a strength of the school. They are happy, confident and enjoy school very much. Parents are very supportive of the school which they see as a hub of the community.

Pupils join the school with levels of development well below what is typical for their age. This is particularly acute in communication, language and literacy skills. By the end of Year 6, standards are below average but this shows good achievement from low starting points. In 2007, standards were below average overall and results in English were well below average. However, good progress was made by all groups of pupils apart from some of the more able pupils whose progress was satisfactory. In 2008, even though challenging targets were not met, provisional data shows a clear improvement with standards in English and mathematics below average and in science above average. The school's rigorous drive to improve standards in English, particularly in writing, is now having a positive impact. Robust monitoring systems indicate that pupils currently in Year 6 are on course to reach much higher standards than previous year groups. More able pupils are now making consistently good progress.

Pupils' personal development is good because they receive such a strong foundation to their time in school. Their self-esteem and independence is quickly built up in the Nursery and Reception classes. Here, they develop a desire for knowledge and also learn to respect all others and cooperate well. Pupils build successfully on this in later years. The school's strong caring ethos, and its success in developing spiritual awareness, the ability to reflect, and a clear sense of right and wrong provide the cornerstones for the pupils' good behaviour. Attendance is satisfactory. It picked up considerably following the previous inspection but has slipped a little since. Pupils accept responsibility willingly, such as selling healthy food and helping in assemblies. The school council means a good deal to pupils and is effective in improving the school. Pupils mature into confident, caring young people who act safely and understand how to live healthily. They are adequately prepared for the next steps in their education.

Teaching is good, although there are some pockets of satisfactory teaching where expectations are unrealistically high or teachers talk for too long. Its success is rooted in delivering a rich and meaningful curriculum that has improved since the previous inspection. Learning is enhanced by visits, visiting speakers and the creative curriculum which is helping to instil basic skills in other subject areas. Excellent relationships, together with high levels of dedication from staff are paramount. Teachers use information and communication technology (ICT) effectively to help pupils visualise and understand concepts, particularly in mathematics. Academic guidance is good and the detailed knowledge pupils have of what is expected of them informs them well and motivates them.

Leadership and management are good, including governance. The headteacher provides a clear, visible presence around the school and to parents he embodies the caring attitude of the school. As one parent stated in the questionnaire return, 'The headteacher and all his staff are brilliant.' The senior leadership team has been strengthened in recent years. The clear direction they provide has now empowered all staff to promote their subject areas effectively and sharpen up the whole school's performance in lifting standards. There is good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start in the Nursery with skills that are well below those typical for their age, particularly in communication, language and literacy. Personal, social and emotional development skills develop well and are close to those typically expected by the start of Year 1. They are below expected levels in all other areas of learning, particularly for boys, in reading and writing. Teaching is good. Children learn and develop well in relation to their low starting points. They are encouraged to discuss their learning, explore, develop independence and curiosity indoors and outdoors, for example, going on a 'bear hunt' and using ribbon sticks to form letters. Children behave well and learn to cooperate and play harmoniously, for example, a group of boys showed good levels of concentration as they shared books in the library area. A key to successful learning and development is the good quality planning that identifies the deployment of key workers as observers, leaders of focused activities or working with small groups teaching basic skills. Assessment arrangements are developing well and combine a range of methods including observing children at play. All welfare requirements are in place and children thrive in a safe and supportive environment. Arrangements to safeguard children and gather key social and medical information from parents are robust. There are particularly good levels of communication with parents, for example, sharing their children's first days in the EYFS and support for them to help their children at home. Leadership is good. There is a strong sense of teamwork between all staff and a common sense of purpose.

### What the school should do to improve further

- Improve standards in English, particularly in writing, by the end of Year 6.
- Raise attendance levels.

## Achievement and standards

### Grade: 2

Children make good progress throughout their time in school to reach standards that are a little below average from being well below at entry. In 2007, pupils made satisfactory progress by the end of Year 2. Year 6 standards were below average overall, though well below average in English, still indicating good achievement for most pupils apart from some of the more able pupils. In 2008, unvalidated data suggests that achievement is good for boys and girls by the end of Year 2 with boys better in mathematics and girls better in writing. The school's analysis of the 2008 results at the end of Year 6 indicate below average standards overall, though standards in science are above average. Targets were not met, particularly those in writing, but the school's own teacher assessments indicate that pupils' attainment was much closer to the targets set. However, this was a clear improvement on 2007 showing good achievement from entry levels. Pupils with learning difficulties and/or disabilities make good progress like the rest because effective additional support is tailored to their needs. Pupils currently in Year 6, including the more able, are making good progress and the school's monitoring systems show that they are achieving well.

## Personal development and well-being

### Grade: 2

Personal development and well-being are good. Pupils come to school to learn and enjoy the rich offering that the curriculum provides. Attendance has improved since the previous inspection

and is now satisfactory but recently has dipped a little. Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils treat each other and their teachers with the greatest respect. They have a clear sense of right and wrong and as a result behaviour is usually very good. Pupils act safely and respond well to the school's attempts to offer a healthy diet. They take on responsibilities such as selling fruit, serving on the school council and performing in concerts for the community. They organise fund-raising for charities. Most pupils conduct themselves impeccably. Pupils develop into confident young people by the time they leave and are adequately prepared for the next stage of their learning.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

### **Curriculum and other activities**

**Grade: 2**

The curriculum is good. It meets the needs of all pupils well. It is strongly enriched by visits and visiting speakers for example to support the learning of design and technology. Provision for pupils with learning difficulties and/or disabilities is consistently good because of the strong support they receive from the well deployed teaching assistants. Provision for the basic skills has been strengthened since the previous inspection. More time has been allocated to basic literacy each morning and to links with key skills within the creative curriculum which is very appealing to pupils. The programme for personal, social, health and citizenship education is comprehensive and effective. There is a high take-up of boys and girls in a wide range of extra-curricular activities including sports, cookery and dance.

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

**Grade: 2**

Care, guidance and support are good. Highly committed staff work hard and successfully to promote the personal development of pupils to such high levels. The school makes good use of external agencies, such as the educational psychologist, to support all pupils, particularly the most vulnerable. The school has been successful in improving attendance. However, this remains an area that needs constant vigilance because it has slipped a little since 2006/07 when it improved after the previous inspection. Systems to support pupils with learning difficulties and/or disabilities are very effective and promote good achievement. There is rigorous monitoring of these pupils' progress and information is used to ensure that individual needs are met. Safeguarding and child protection procedures are in place.

Academic guidance is good. Marking is often exemplary with clear guidance on how to improve. Pupils are knowledgeable about their targets and there is a strong focus on using assessment to guide future learning. The best practice uses success criteria which are shared with and understood by pupils. This process plays a big part in promoting their achievement.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher has successfully built up a strong leadership team who provide clear direction to all staff to share his vision for the all round development of every individual pupil. All teachers have some management responsibility. They are keen to develop their own curriculum areas and are more than willing to be accountable for them and lead and support others. As a result standards are now beginning to rise. Resources are deployed effectively and the school has good links with partner institutions. The school provides good value for money. It is highly inclusive and promotes community cohesion and equal opportunities well. Responses from parents' questionnaires are highly positive. Parents respond well to most school events but the school wants more success in involving parents in their children's education. Governance is good. Governors have a good knowledge of the school's strengths and weaknesses and are increasingly holding the school to account. The areas for improvement have been addressed successfully. The school evaluates itself accurately and there is good capacity to improve.

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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?	2
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	3
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 October 2008

Dear Pupils

Inspection of Stanley Burnside Primary School, Durham, DH9 6QP

Thank you for the warm and friendly welcome you gave me and Mrs Rodger when we inspected your school recently. Please pass on our thanks to your families for returning their questionnaires. These showed us how very highly they value your school and are pleased and proud that you attend Stanley Burnside.

We agree with you and your parents that you go to a good school. The staff work hard for you, care for you well and provide lessons for you that are interesting. We know you enjoy the visits and visiting speakers. They help you understand about the wider world outside of school. As a result you work hard and learn well. You told us that you feel safe and happy in school as well as enjoy it very much. This is because your teachers know you so well and deal with any problem no matter how big or small. It is pleasing to see that you are like them in showing care for others and treating everyone properly. It is good to see you taking responsibility and your keenness to help the school run smoothly by doing tasks such as selling fruit and helping with fund-raising. Your school council is very important to you and you have used it to help improve the school grounds. We feel that the school makes sure the oldest amongst you are adequately prepared for your next school.

Even though your school is a good one, we know that the headteacher and staff want to make it even better. They are going to make sure you improve your English and writing in particular so that you do well in your national tests at the end of Year 6. Attendance at school improved soon after the previous time your school was inspected but has fallen back a little since. Some of you need to make sure that you attend whenever it is possible, perhaps with help from school and home.

Mrs Rodger and I wish you every success for the future.

Peter Bannon

Lead inspector