

Stanton Community Primary School

Inspection report

Unique Reference Number	124547
Local Authority	Suffolk
Inspection number	328162
Inspection date	7 October 2008
Reporting inspector	Declan McCarthy

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.

Type of school	Primary
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number on roll	
School (total)	166
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	38
Appropriate authority	The governing body
Chair	Ms Charlotte Hare
Headteacher	Mrs Sue Chapman
Date of previous school inspection	8 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bury Lane Stanton Bury St. Edmunds Suffolk IP31 2DE
Telephone number	01359250225
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Age group	3–9
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Introduction

The inspection was carried out by two Additional Inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of subject co-ordinators' and governors' leadership on the school's capacity to improve
- the impact of teachers' use of assessment in lessons, target setting and planning on the achievement of lower attaining boys.
- the extent to which safeguarding procedures, including those to meet the welfare requirements of the Early Years Foundation Stage (EYFS), were securely implemented

Evidence was gathered from observations of lessons, assemblies and breaktimes, sampling of pupils' work, assessment information including tracking and target setting, and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail but there was no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

Stanton Community Primary School includes a fully integrated 52 place nursery for children aged 3-4 years. Currently there are 38 children attending on a part-time basis. An independent pre-school playgroup shares the school site and some children who attend this playgroup also attend the nursery. The proportion of pupils who find learning difficult, including those with a statement of special educational need, is broadly average overall but higher in some year groups. Attainment on entry varies slightly from year to year and is currently slightly below expectations. Many children enter the nursery with language, literacy and numeracy skills below what might be expected for their age. The proportion of pupils eligible for free school meals is below average. The majority of pupils are white British, with a small proportion from other minority ethnic backgrounds. The school serves the local village and surrounding areas and 26 per cent of pupils are from Forces families. A significant minority of pupils enter the school other than at the usual time of admission. The school is currently working towards Healthy School status. A new headteacher has been in post since the last inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Stanton is a good school which provides high quality education and care for its pupils. Good leadership and management has led to sustained improvement since the last inspection and a determined drive to raise standards by improving provision. The headteacher has established a strong climate for learning and achievement. She is ably supported by the assistant headteacher. Effective leadership has ensured good quality teaching, a good curriculum and good care, support and guidance. As a result, pupils make good progress. Nearly all parents praise the school's work, particularly the dedication of staff in ensuring their children make good progress and enjoy school. There has been good improvement since the last inspection and the school has a good capacity to improve further.

Standards vary slightly from year to year, depending on pupils' starting points. The 2007 Year 2 results show standards were significantly above the national average and pupils made good progress from their higher starting points. The unpublished 2008 results show that standards were broadly in line with national averages. However, pupils' starting points were lower than those in 2007 and they made good progress. School data also shows that pupils make good progress by the time they leave Year 4. The challenging targets the school sets are nearly always met and sometimes exceeded. Pupils of all abilities, including those who find learning difficult and faster learners make equally good progress. Pupils who find learning difficult make good progress towards their individual targets and equally good progress in lessons as other pupils because outstanding support and guidance are provided. For example, standards in writing, particularly for lower attaining boys have improved significantly because outstanding support is provided for their needs. The school has good procedures for assessing and tracking pupils' progress and uses this information effectively to intervene quickly where needed. For example, a group of Year 2 pupils who were not quite reaching their expected higher level targets were given intensive support and as a result all reached these targets after only one term of intervention.

Good teaching has ensured good achievement and progress. Much of the teaching is lively and generates pupils' enthusiasm for learning by providing varied and interesting tasks for them to do. Work is planned effectively to match the differing learning needs of the pupils and the support provided for those who find learning difficult, particularly pupils with behaviour difficulties is outstanding. As a result, these pupils remain focused on their tasks throughout lessons, they make good progress in learning and excellent progress in their personal development because they behave as well as other pupils. Behaviour is always managed well and relationships between staff and pupils are very good. As a result pupils show respect, listen carefully to their teachers and follow instructions. In discussion, pupils said how much teachers help them, make learning interesting and fun, and that they always knew how well they were doing because teachers told them. In lessons seen, they clearly enjoyed all activities on offer, such as creating and interpreting data on tally charts and making shape words using computer word art for their topic on babies.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They are well behaved, stay safe and say that they feel very secure in school. Their enjoyment of school is not only reflected in their views and their enthusiasm for lessons, but also in their outstanding attendance. Pupils have a good understanding of what is needed to be healthy. They exercise regularly through sports activities and participation in the dance club and most make healthy food choices. They make a good contribution to the community, as

playground helpers, in fundraising, through the school council and in their involvement in events such as the Harvest festival and Christmas concert.

The good curriculum adds greatly to pupils' enjoyment and achievements. All subjects are taught and there is a strong emphasis on literacy and numeracy. Recent developments in information and communication technology (ICT) are now used well in lessons. Effective support programmes are provided for those pupils who are not quite meeting their targets. Through links with the music service, pupils have good opportunities to learn the guitar, and there is a good range of sports activities, including rugby and football. Good links with other schools enhance pupils' learning for example, participation in competitions. There is a strong emphasis on personal and social education, which includes circle time and social and emotional literacy. This element in the curriculum has a positive impact on improving pupils' behaviour. A good range of extra-curricular clubs such as gardening, cooking and choir together with a variety of visits and visitors, enriches pupils' learning.

Good academic guidance and pastoral care ensure good personal development. The school safeguards pupils' interests and well-being by fully implementing the required procedures. There are high levels of staff supervision at all times and staff always provide good role models for pupils. There are good links with external support agencies for pupils who require additional support for their learning or behaviour. Pupils know their individual targets and are involved in reviewing these at the end of lessons. Although pupils' work is marked consistently with positive comments on its quality, sometimes there are missed opportunities to inform pupils how to improve their learning.

Under the strong and purposeful leadership of the headteacher team work is good and the school uses self-evaluation effectively. Through regular monitoring of provision and outcomes staff have an accurate view of the school's strengths and areas for improvement. The chair of governors provides very good support for the school and monitors its work closely. Governors have recently introduced another meeting of the governing body to specifically review and update the school's self-evaluation form. However, governance is satisfactory because most governors have yet to fully develop their strategic role so they have an independent view of how well the school is doing. The school makes a good contribution to community cohesion through effective links within the local community, by promoting equality of opportunity for all pupils in the school and by equipping pupils with knowledge of the diversity of our own society. Pupils develop an understanding of their place in the world by supporting fund raising for a village in Mozambique, celebrating such festivals as Diwali, by singing songs in German and French as part of their Christmas celebrations and through participation in the school's European day. Also, as some pupils from Forces families have lived abroad, they share their experiences with other pupils.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children in Stanton Primary School have a good start to their education. Good liaison with the playgroup ensures that transfer is seamless. This helps children to settle very quickly. In the nursery, children work and play amicably alongside each other and by the end of the EYFS, they are working and playing cooperatively. Children achieve well because of the well-planned curriculum and effective teaching. The exemplary systems for tracking children's progress across all areas of learning enable teachers to plan for each child's needs. However, by the end of the EYFS some children's writing and calculating skills remain below those expected of their age, although their progress is good.

Children are well cared for and know how to keep themselves safe and healthy. The school fully complies with the requirements of the EYFS for ensuring children's welfare and safety. The outside area promotes learning well and children are well supervised. Adults use questions effectively, extending children's learning. The stimulating curriculum enables children to make choices while learning. Their enjoyment is obvious. One parent says, 'My child loves nursery and comes home each day full of excitement for the different activities available.' There are good links with parents, who have an open invitation to see and contribute to their child's 'Learning Journey' folders. The EYFS is led and managed very well. The Reception class has moved to be close to the Nursery to share many activities. Imaginative organisation of children into the Reception or Year 1 class meets individual needs well.

What the school should do to improve further

- Ensure that marking always informs pupils how to improve their work
- develop the strategic role of governors so they have an independent view of how well the school is doing.

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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 ¹ reached by learners	3
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

¹Grade 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

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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	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

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

8 October 2008

Dear Pupils

Inspection of Stanton Community Primary School, Ipswich IP31 2DE

Thank you for making us feel so welcome in your school when we came to visit you recently. We enjoyed meeting with you and talking to you. Now I would like to tell you what we found out about your school.

You all enjoy school tremendously and this is seen in your excellent attendance. You also told us how much you enjoyed learning because your teachers made lessons fun and interesting. We found that teaching is good so that you make good progress and do well in your learning. You are well behaved, you care about each other and you make friends easily. We really liked the way you play so well together and you know how to stay safe in the playground.

You have many interesting things to do in school, such as playing the guitar, sports activities, dance club, gardening club and choir. All the staff look after you well. They also check the progress you are making and tell you how to do even better. Those of you who need extra help for your learning or behaviour have excellent support from staff. This helps you to do as well as others. You told us that teachers always help you when you get stuck and at the end of each lesson you are encouraged to say what you have learned and how well you have done. The headteacher and staff are managing your school well and ensuring that it is always improving. There are just two things we have suggested to make your school even better than it is already.

- Make sure that marking always shows you the ways that you can do even better
- Ensure governors visit your school regularly to find out for themselves how good it is and to check how well you are doing.

Best wishes and keep trying your hardest.

Declan McCarthy

Lead inspector