

# Stanton Bridge Primary School

## Inspection report

---

<b>Unique Reference Number</b>	103653
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	336125
<b>Inspection dates</b>	26–27 April 2010
<b>Reporting inspector</b>	Declan McCauley

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 of pupils on the school roll</b>	395
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shelagh Rixon
<b>Headteacher</b>	Sofina A M Islam
<b>Date of previous school inspection</b>	16 January 2007
<b>School address</b>	Oliver Street Coventry CV6 5TY
<b>Telephone number</b>	02476 688992
<b>Fax number</b>	02476 581385
<b>Email address</b>	admin@stantonbridge.coventry.gov.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	26–27 April 2010
<b>Inspection number</b>	336125

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons, observed 14 teachers teaching and held meetings with the chair of the governing body, staff, and groups of pupils, parents and representatives of the local authority. They observed the work of the school closely and looked at the school's documentation relating to safeguarding, development plans, reports on its work, governing body minutes and records of pupils' progress. They considered the responses in questionnaires from pupils and 261 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following aspects:

- improvements in the quality of teaching and their impact on progress made by all pupils in Key Stage 1 and Key Stage 2
- the impact of monitoring carried out by senior leaders on improving attainment and pupil progress
- how well assessment is used to support pupils in their learning
- the capacity of leaders to increase and sustain improvement throughout school.

## Information about the school

The school is a larger-than-average primary school where many pupils join and leave at very short notice as their families move around the country. The school has recently increased in size following an extensive building programme. Since the start of this academic year many new pupils have joined the school. The percentage of pupils known to be eligible for free school meals is substantially above the national average. A large majority of pupils come from minority ethnic backgrounds where English is not their first language. The percentage of pupils who have special educational needs and/or disabilities is above the national average.

The school has gained a number of awards including Healthy Schools Status and Financial Management Standard.

In September 2008 a new headteacher took up post.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a very caring, welcoming and happy school which is improving rapidly under the inspirational and dynamic leadership of the new headteacher. Many opportunities are provided for pupils to learn in a very supportive environment. A very large majority of parents are pleased with their children's experiences of school. School leaders are driven by a shared vision which has resulted in improvements in many areas since the previous inspection. The teaching staff is becoming more stable and this is having a positive impact on learning. The school leaders have put in place many initiatives which have improved the progress made by pupils. However, there are still some inconsistencies in teachers' use of assessment, how information and communication technology (ICT) is used to support learning and the amount of challenge they provide for all pupils. As a result, pupils' progress is slower in some classes because teachers do not always have sufficiently high expectations of what the pupils can achieve. Performance data from monitoring undertaken by the school show that the majority of pupils are now making the progress expected of them. School leaders are robustly tackling the inconsistencies in teaching in some classes, and this is leading to greater improvement.

When starting school, children's skills are well below the level expected for their age. By the end of Year 6, pupils' attainment is significantly below the national average in English, mathematics and science. Given their starting points, pupils make satisfactory progress overall; this is improving rapidly because of recent initiatives. Pupils with special educational needs and/or disabilities are well supported in their learning by a caring and highly skilled team of teaching assistants making a positive contribution to their learning. Pupils are proud of their school and pleased to have the opportunity to learn in a safe environment. The school's self-evaluation procedures provide senior leaders with an accurate picture of where improvements are needed. Given the improvements which have already taken place, plus the emphasis placed on raising attainment and increasing progress, school leaders demonstrate a good capacity to continue to make sustained improvement in the future.

## What does the school need to do to improve further?

- Raise attainment to at least the national average and improve the progress made by all pupils in English and mathematics by:
  - ensuring that all teachers have consistently high expectations for pupils
  - making sure that all pupils achieve their full potential.
- Improve the quality of teaching to good or better in all lessons by:

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- increasing the level of challenge for pupils
- improving the pace of lessons ensuring that pupils are fully engaged in learning
- ensuring all teachers communicate the next steps in learning to pupils and build in opportunities to respond appropriately
- making sure that teachers allow greater opportunities for pupils to engage in active learning activities
- sharing the good practice which exists with all teachers.
- Use ICT more effectively throughout the whole school to fully engage all pupils in learning by:
  - ensuring all teachers consistently use ICT well in lessons to promote learning
  - making sure that pupils build appropriately upon prior learning in ICT as they progress through the school
  - providing opportunities for pupils to use appropriate software packages as part of their everyday learning
  - making greater use of ICT in lessons to stimulate learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils are very positive about their school and enjoy being involved in aspects of school life. They particularly enjoy exciting interactive lessons that help them to learn. Overall pupils leaving Year 6 do not reach the expected attainment for their age. One of the factors having an impact on attainment and progress is the number of pupils who join the school part-way through the school year from other countries where they have had little or no experience of learning. Nevertheless, there is a trend of improvement in pupil progress which is bringing reading, writing and mathematics standards closer to the national averages. In the majority of lessons observed, pupils made satisfactory progress and achieved the targets expected of them. Pupils near the end of Key Stage 2 were observed to be making good, and in some cases outstanding progress, in lessons. Pupils are very caring and supportive of others; they are well behaved at all times. The school does well at encouraging pupils to adopt healthy lifestyles. A broad range of activities are run after school and the take-up by pupils is high. School staff carefully match these activities to the needs of the pupils. The pupils say they feel safe and well cared for at school. They are confident that they can talk to adults if they have any concerns and that these will be resolved quickly. The school council contributes successfully to the life of the school. Members of the school council were last year involved in the interview and appointment of a new deputy headteacher. Pupils enjoy taking on responsibilities and participate enthusiastically in fundraising activities which benefit those less fortunate than themselves. A large sum of money was raised by pupils through events to support Children in Need. Pupils are appropriately prepared for their

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

future economic well-being. The school attendance manager has worked hard to increase school attendance but it remains average although the number of persistent absentees is declining. Pupils of all ages, faiths and backgrounds appreciate the welcoming and deeply thought-provoking displays of pupils' work provided within school. This is an area in which the school excels. As a result of this pupils develop exceptional spiritual, moral, social and cultural skills and values.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Much has been done by school leaders to improve the quality of teaching in school and the impact is apparent. The quality of teaching in lessons was observed to be good or outstanding in some lessons although this is not consistent throughout school. In the best lessons, teachers maintain a good pace of learning and ensure that activities are matched well to pupils' abilities. In many lessons, teachers use questioning skills well to provide an appropriate level of challenge for pupils and to check the impact of their teaching on pupils' learning. ICT is used to very good effect in some lessons, inspiring pupils' enthusiasm for learning, although in other lessons it is not used at all. When

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

teaching is less effective there is an inconsistent level of challenge which does not always allow all pupils to make as much progress as they could. Most teachers assess how the pupils are learning and the progress they are making. Targets are set for pupils, enabling them to monitor the progress they are making. Some marking of pupils' work clearly identifies the next steps which pupils must take to improve their work although they are not always given opportunities to respond appropriately. Some pupils are involved effectively in assessing their own work and the work of their peers but this is inconsistent. A wide range of visits, visitors and after-school clubs enhance the curriculum well Staff at the school know the pupils well and take good care of them. Many pupils benefit from specifically targeted support enabling them to make rapid progress in English and mathematics in Key Stage 2. Pupils with special educational needs and/or disabilities are particularly well supported by careful tracking and monitoring so that those working with them know what they need to do next to improve. The curriculum has been adapted to meet the needs of pupils. Transition arrangements between year groups work smoothly because of careful liaison between staff and the close links which exist with the local secondary schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### **How effective are leadership and management?**

The leaders of the school, including the governing body, are highly motivated to improve the quality of education being provided and raise standards further. They have an accurate picture of the school's strengths and the areas where improvement is needed. The school's development plan sets out appropriate improvement priorities. Teachers are held to account for the progress made by their pupils through regular pupil-progress meetings and the impact of this initiative is beginning to become apparent. Monitoring of teaching and learning is carried out by senior and middle leaders and is used effectively to identify areas for improvement. The governing body has a thorough understanding of the workings of the school. Governors have put in place rigorous procedures which enable them to hold the school fully to account for its work. The governing body is both supportive and challenging in its drive for improving the school. Governors discharge their responsibilities effectively.

School leaders have introduced effective measures to ensure the safety of all pupils, including checks on adults who work in the school. The school works well with a range of partners to successfully support the learning and well-being of pupils. Relationships

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

with parents and carers are good; this was very apparent from the responses to the parental questionnaire and parents who spoke with members of the inspection team very positively about the many improvements within school. The school seeks the views of parents and carers and acts upon them. Parents take part in workshop sessions in school which help them to support their children's learning. The school does much to celebrate what individuals have in common as well as valuing their diversity, and the effectiveness of the promotion of full equality of opportunity is good within school. Detailed analysis carried out by the school has identified differences in the rates of progress made by some groups of pupils. Much has been done to reduce these differences. For example the gap between the attainment of boys and girls at the end of Key Stage 2 is narrowing because of the focus on asking probing questioning of boys to assess their understanding in lessons. The school is a very cohesive community which is reaching out to groups in its immediate locality although it needs to develop further international links. Much good practice is apparent within the arrangements made by the school to promote community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

The Early Years Foundation Stage team is well skilled at helping children adjust to the school's routines so that they settle very quickly and feel at home. When starting in the Reception class, children's skills and experiences are well below those expected but they make rapid progress and leave the Reception class having made good progress. The classroom is organised and planned well, providing an effective, stimulating and lively learning environment in which children want to learn. Different activities are tailored



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

carefully to ensure that all children experience a well-structured learning programme. There are opportunities for the free flow of play between the classroom and the large outside learning space. Children feel safe in their learning environment. Play is an important focus for learning in the Early Years Foundation Stage and the children enjoy sharing resources and developing social skills. Good attention is given to making healthy choices and children are given opportunities to select healthy drinks and snacks. The teachers involved in leading the Early Years Foundation Stage have a shared vision and passion for the development needs of children. Staff work well together as a team, closely monitoring and recording children's development. This ensures that they have a very good understanding of how much progress is being achieved and where further work is needed. This responsive tracking of children's development contributes to the good progress made by the children and prepares them well for the start of Key Stage 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

About two thirds of parents and carers returned the inspection questionnaire. A very large majority of these parents and carers were very positive about the school and its work. A small number also wrote comments to expand upon their views. Some spoke in appreciative terms about the work of the school and praised the headteacher and staff for the help their child had been given. One of the parents commented, 'I am happy with this school and any issues are dealt with as soon as possible.' Parents expressed concerns about the danger caused by parking outside the school entrance. The headteacher has been trying for a long time to make whatever improvements she can in this area.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanton Bridge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 261 completed questionnaires by the end of the on-site inspection. In total, there are 391 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	143	55	111	43	6	2	1	0
The school keeps my child safe	149	57	100	38	10	4	2	1
The school informs me about my child's progress	138	53	108	41	10	4	1	0
My child is making enough progress at this school	120	46	118	45	18	7	2	1
The teaching is good at this school	128	49	122	47	9	3	0	0
The school helps me to support my child's learning	131	50	109	42	16	6	2	1
The school helps my child to have a healthy lifestyle	133	51	107	41	15	6	6	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	109	42	120	46	22	8	1	0
The school meets my child's particular needs	109	42	129	49	19	7	3	1
The school deals effectively with unacceptable behaviour	119	46	113	43	19	7	5	2
The school takes account of my suggestions and concerns	107	41	126	48	17	7	2	1
The school is led and managed effectively	127	49	108	41	12	5	3	1
Overall, I am happy with my child's experience at this school	148	57	99	38	13	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 April 2010

Dear Pupils

Inspection of Stanton Bridge Primary School, Coventry, CV6 5TY

Thank you for greeting the inspectors so warmly when we visited your school. We really enjoyed meeting you and talking with you to find out about your school. You told us a lot about the things which are important to you. Clearly all those who work at your school put a lot of effort into looking after you, and you go to a very friendly and caring school. The teachers and teaching assistants help you to improve your learning.

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

You behave well at all times.

You care well for each other.

You enjoy school and always want to do your best.

You know those who care for you and this makes you feel safe.

You are respectful of those from communities other than your own.

You know how to eat healthily and understand why that is important.

Your school is led well by Mrs Islam and the other leaders.

You learn in a very spiritually, morally, socially and culturally rich environment.

We have asked Mrs Islam and other school leaders to do three things to help make your school even better.

Help you to do better in English and mathematics and make more progress in lessons.

Work to improve teaching in lessons to a very high standard.

Improve the use of computers for learning in school.

We have many nice memories about your school and hope that you continue to enjoy school.

Yours sincerely

Declan McCauley

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**