

Stanley Road Primary School

Inspection report

Unique Reference Number	105686
Local Authority	Oldham
Inspection number	336538
Inspection dates	5–6 July 2010
Reporting inspector	Christine Millett

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	282
Appropriate authority	The governing body
Chair	Mr Rick Varey
Headteacher	Mr Nye Goodwyn
Date of previous school inspection	20 March 2007
School address	Derby Street Chadderton Oldham OL9 7HX
Telephone number	0161 6246060
Fax number	0161 6249382
Email address	info@stanleyroad.oldham.sch.uk

Age group	3–11
Inspection dates	5–6 July 2010
Inspection number	336538

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.

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

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors looked at the school's work, including visiting 20 lessons or parts of lessons taught by 16 teachers, spending time in the Early Years Foundation Stage and Children's Centre and looking at pupils' work. Meetings were held with governors, staff and groups of pupils. Inspectors looked at documents, including policies relating to safeguarding, the school's development plan and self-evaluation records, minutes of the governing body's meetings and the school's own assessment data. The inspectors analysed questionnaires from pupils and staff as well as those from 23 parents and carers.

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

- the impact of the Children's Centre on children's attainment on entry to the Early Years Foundation Stage
- the level of pupil mobility and its impact upon attainment
- how community cohesion has broadened pupils' understanding of the wider world
- the impact of leadership and management in the Early Years Foundation Stage.

Information about the school

Stanley Road is a large primary school with a 73 place Children's Centre which is managed by the governing body. The very large majority of pupils are of Pakistani heritage and a very small number are from White British backgrounds. The remainder are from a range of other minority ethnic heritages. The vast majority of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average and a higher than average number have a statement of special educational needs. The number of pupils known to be eligible for free school meals is well above average. The number of pupils who enter or leave the school partway through their primary education is much higher than normal.

The school has received the Healthy School Status and Activemark. Breakfast and after-school clubs are available to pupils each school day.

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

3

Main findings

Stanley Road provides a satisfactory standard of education for all of its pupils. However its pastoral provision is strong. The level of care, guidance and support that pupils receive is outstanding. Among its other strengths are the safe and welcoming environment which contributes well to pupils' personal development, and its commitment to the local community. Pupils are proud of their school and are keen to talk to visitors about their work. They have confidence in adults to help them sort out problems. Staff are mindful of pupils' safety and good safeguarding procedures are in place. Pupils think about others, are keen to take on responsibilities and contribute well to the school and local community. Pupils' experience of different cultures and beliefs is enhanced through the often innovative curriculum, and visits provide opportunities for them to meet with pupils from other backgrounds.

Most children start school with skills and knowledge that are well below those expected for their age. They get off to a good start in the Early Years Foundation Stage. A growing number start their education in the Children's Centre and this is having a positive impact on their development and readiness to start school. Nevertheless, overall, attainment on entry to Year 1 remains lower than that expected for their age. Progress is satisfactory across Years 1 to 6. Overall attainment is low at the end of Year 6, however. This is because of the impact of high numbers of pupils joining the school partway through their primary education, often with low levels of attainment. Those who are at the school for the whole of their schooling achieve better and their attainment is broadly average. There are signs of improvement in attainment in English, particularly writing. In mathematics, many pupils have not yet acquired the basic skills to enable them to apply and perform calculations quickly. Teaching is satisfactory and sometimes good, although occasionally, expectations are not high enough and tasks do not always match pupils' needs. Pupils with special educational needs and/or disabilities and those new to English are well supported. The marking of pupils' work provides them with satisfactory guidance, especially in English. They do not always receive sufficient guidance on how to improve their work in mathematics. Assessment is regular and a new electronic system has been introduced to make analysis of the outcomes easier. However, there is not yet rigorous analysis of the performance of all groups of pupils.

The headteacher is committed to the school and local community, and is supported well by staff and the governing body, which carries out its responsibilities well. Senior managers and governors know what the school does well and make good use of self-evaluation to bring about improvement. This contributes to the school's satisfactory capacity for sustained improvement.

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

What does the school need to do to improve further?

- Raise attainment, particularly in mathematics, by:
 - - strengthening pupils' knowledge of basic skills such as adding and times tables
 - - ensuring practical activities have a sharp focus and adult intervention moves learning forward at a faster pace
 - - raising expectations of what pupils can achieve and ensuring work set meets the needs of all, especially the more able
 - - ensuring marking, especially in mathematics, relates consistently to learning objectives, identifies areas for improvement and provides pupils with opportunities to respond.
- Ensure leaders and managers refine their use of assessment information by using the new electronic tracking system to analyse thoroughly the performance of all groups of pupils in order to accelerate progress.
- About 40% of the schools whose overall performance 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 behave well and have good attitudes to learning. They enjoy school and achieve satisfactorily. When they are fully engaged in lessons and challenged to learn they make good progress. When pupils are less actively involved their progress slows and is no better than satisfactory. Pupils with special educational needs and/or disabilities also make satisfactory progress. Those pupils who have been in school for at least all of Key Stage 2 are reaching higher standards than new arrivals. Nevertheless, pupils who join the school at unusual times make satisfactory progress because teachers take account of their needs when planning lessons and extra support is provided for them.

Pupils work and play in a safe environment which encourages everyone to support and look out for each other. Pupils get on well with each other and with adults. In particular, pupils whose circumstances have made them vulnerable are extremely well looked after. The school's values, based on rights and responsibilities, encourage pupils to think beyond themselves and this contributes much to their good spiritual, moral, social and cultural development. Pupils have a good understanding about how to keep fit and healthy, so much so that one class has a mini-gym set up in the role-play area. Pupils respond well to the responsibilities they are given and make positive contributions to the school community, through the school council for example. Pupils' grasp of basic skills, including the competent use of information and communication technology and their developing personal qualities equip them satisfactorily for the next stages of their education. Attendance is broadly average and improving.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

A common feature in all classes is the warmth of the relationships that ensures pupils respond positively to their work. Teachers and classroom assistants work well together to provide pupils with appropriate individual and group support. Satisfactory and sometimes good teaching seen in classes has resulted in improving attainment in English. Teachers try to ensure that pupils have opportunities to become actively involved in their learning, but sometimes practical activities do not have a clear enough focus, and occasionally work is too easy for more able pupils. Leaders are working hard to ensure consistency in the quality of teaching across the school. Marking is regular with some reference to pupils' targets. Clear indications as to how to improve are not always consistent across all subjects.

The curriculum places appropriate emphasis on promoting basic skills, especially literacy, because of the pupils' language needs. Developing the mathematics curriculum has not received as much attention. Changes to the curriculum to make links in learning across subjects have been well thought out and pupils are enthused by the innovative opportunities they are given. For example, Stanley Road University offers six-week courses, for all pupils, in a diverse range of subjects from kick-boxing to cookery. 'Philosophy for Children' is successfully encouraging children to develop their thinking skills.

Stanley Road is an extremely caring school that places great importance on raising

¹ 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

aspirations and developing self-confidence. Adults know pupils well and respond positively to their needs. The individual needs of all pupils, for example, those new to speaking English and those with special educational needs and/or disabilities, are quickly assessed and help given where needed by experienced, specialist staff. The extremely successful links with external agencies further reinforce this very high quality of care. The Children's Centre provides the same exceptionally high levels of care for the youngest children and their families.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The effectiveness of leadership and management in embedding ambition and driving improvement, particularly in teaching and learning, is satisfactory. However, the leadership team is united in its determination to improve outcomes for pupils. Systems for recording and analysing pupils' attainment have been upgraded recently but are not yet sufficiently established or used to provide a sharp focus on the progress of different groups of pupils. Governors take their roles and responsibilities very seriously. They understand the challenges the school faces and work hard to bring about improvement. The skills and expertise that governors bring to their role ensure that the school's safeguarding and child protection procedures are good. Parents are encouraged to be active partners in the education of their children and are welcomed into school. The school's contribution to community cohesion is good. The governors, headteacher and staff know the local community well. They have established strong links with other schools in order to develop pupils' understanding of the religious, ethnic and socio-economic diversity of the world in which they live. An understanding of community cohesion on a more global level is still developing. The school's good promotion of equal opportunities is seen in the very harmonious and inclusive atmosphere, and the excellent attention given to meeting the pastoral needs of all pupils. All groups are achieving at least satisfactorily.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and children thrive in a stimulating and thoroughly enjoyable environment. Children from the school and the Children's Centre work and play happily alongside each other. The very youngest of them benefit from the positive role models of those in the Reception classes. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. Adults encourage children to be independent, make choices in activities and develop social skills that ensure good behaviour. Children start Nursery with skills and knowledge that are well below age-related expectations, particularly in communication, language and literacy. Good teaching and a strong, well-organised curriculum ensure the gap is closing by the end of Reception, although most are not yet at age-related expectations by the time they leave.

Thorough assessment ensures that individual children's progress is tracked regularly and well-targeted support given. Achievements are recorded as attractive 'learning stories' which provide parents and carers with an ongoing record of their child's development. The bright and attractive learning environment enables children to have fun while making choices about their learning, such as whether to join in with a tea party role play or a group working together to collect water to make water chutes. Learning moves easily between the indoor and outdoor areas giving all age groups opportunities to have fun and learn from each other.

Good leadership is focused strongly on continuous improvement. Staff are vigilant and children's welfare has a high priority. The unit is fully incorporated into school life, which ensures smooth transitions from Children's Centre to Nursery and Reception into Year 1. Good links are developed with parents, who speak appreciatively of the, 'friendly, helpful staff'.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The proportion of parents and carers who responded to the questionnaire was very low. However, of those who did respond all agreed that their child enjoyed school. A very large majority believed that the school kept children safe and that parents were informed about progress being made. A very small minority would like more help in supporting their child's learning. Inspectors found that the school is working hard to engage parents and would be happy to meet with parents to discuss such matters. A few parents raised individual concerns and these were followed up by the inspectors. It was found that the school has effective procedures in place in relation to the issues raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanley Road 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 341 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	57	18	41	0	0	0	0
The school keeps my child safe	24	55	17	39	0	0	2	5
The school informs me about my child's progress	25	57	18	41	1	2	0	0
My child is making enough progress at this school	20	45	21	48	2	5	1	2
The teaching is good at this school	24	55	16	36	3	7	0	0
The school helps me to support my child's learning	21	48	18	41	1	2	1	2
The school helps my child to have a healthy lifestyle	25	57	14	32	1	2	0	0
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)	19	43	19	43	1	2	0	0
The school meets my child's particular needs	22	50	17	39	4	9	0	0
The school deals effectively with unacceptable behaviour	22	50	19	43	1	2	0	0
The school takes account of my suggestions and concerns	19	43	17	39	6	14	0	0
The school is led and managed effectively	18	41	23	52	2	5	0	0
Overall, I am happy with my child's experience at this school	20	45	19	43	2	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



07 July 2010

Dear Pupils

Inspection of Stanley Road Primary School, Oldham, OL9 7HX

Thank you very much for the warm welcome you gave the inspectors when we visited your school recently. We thoroughly enjoyed finding out about the work you do. You were very friendly and keen to tell us about all the things you like about your school.

What we found out about your school.

- You are polite, friendly and helpful to visitors.
- Your behaviour is good, both in the classroom and around school.
- You have a good understanding and appreciation of each others' cultures.
- You get off to a good start in the Early Years Foundation Stage and you all make satisfactory progress during your time in school.
- Standards at the end of Year 6 are not yet as high as in most school, but they are rising in English.
- Adults look after you extremely well and make sure you are safe.
- Teaching is satisfactory and teachers try to make lessons fun.
- You contribute well to the life of the school and the local community.
- Your school is helping you prepare for the next stages in your education.

Your school is satisfactory. To make it better we would like it to help you reach higher standards, especially in mathematics, so we have asked your teachers to:

- help you make more progress in mathematics, including learning your times tables
- mark all your work carefully and let you know what you have to do next to make your work better
- ensure that work is at the right level for you and that you know exactly what you have to do in practical activities
- track your progress very carefully so they know how well all of you are doing.

We know that you are proud of your school and will do your best to help your teachers make it even better. Very best wishes for the future.

Yours sincerely

Mrs Christine Millett

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. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.