

Stanbury Village School

Inspection report

Unique Reference Number	107268
Local Authority	Bradford
Inspection number	336850
Inspection dates	17–18 March 2010
Reporting inspector	Stephen Isherwood HMI

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	105
Appropriate authority	The governing body
Chair	Mrs E Bingham
Headteacher	Mr Graham Swinbourne
Date of previous school inspection	9 October 2006
School address	Main Street Stanbury Keighley BD22 0HA
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited eight lessons and observed four teachers. The inspectors held meetings with governors, staff, groups of pupils and a representative from the local authority. They observed the school's work and looked at a range of evidence including the school improvement plan, the tracking of pupils' progress, monitoring reports, the work pupils were doing in their books and questionnaires returned by 105 parents.

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

- how well pupils achieve from their starting points, particularly from Year 3 to Year 6
- the quality of pupils' learning and engagement in lessons and across the curriculum
- the capacity of the school to sustain improvement
- the accuracy of the school's self-evaluation.

Information about the school

This is a smaller-than-average sized rural school. The area served by the school is socially and economically advantaged. Pupils are drawn from a wide range of social backgrounds. The vast majority of pupils are of White British heritage, with a small number from minority ethnic groups. A lower than average proportion of pupils are entitled to free school meals. The percentage of pupils identified as having special educational needs and/or disabilities is below average. The Early Years Foundation Stage consists of two Nursery classes and one Reception group. The school provides before- and after-school childcare for up to 16 children aged 3 to 11 years old. The school has gained a number of awards including the Healthy Schools Standard, the physical education (PE) Activemark and the Financial Management Standards in Schools award.

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?

2

The school's capacity for sustained improvement

2

Main findings

'My children love coming to school.'

'The teachers use a wide range of activities to grab the children's interest.'

'Trips and thematic visits are a real strength.'

These comments expressed by some parents and echoed overwhelmingly by others help to explain why Stanbury is a good and rapidly improving school. Pupils achieve well and make good progress in their work. They behave extremely well and mature into well rounded and thoughtful young people with clear values of honesty, respect and tolerance. Relationships are second to none. Pupils clearly love their school. When asked to express their views on how they see things, they found it very difficult to think of any improvements they would like to see. There was strong praise for staff and the wide range of activities that the school provides. They have an excellent understanding of how to keep fit and healthy and through the work of the school council they become very responsible members of the school and wider community, learning to make decisions and show initiative.

Pupils, including those with special educational needs and/or disabilities, make good progress from the moment they enter the school. By the time they leave in Year 6 attainment is above average in English, mathematics and science at the expected Level 4 and at the higher Level 5. A significant factor in this good achievement is that the curriculum is good: there are some outstanding elements of enrichment backed up by an impressive range of visits and visitors to the school. Based securely on first hand experiences that bring learning to life, these creative and exciting opportunities are central to the school's work and are greatly enjoyed by the pupils.

Another factor in pupils' good progress is that teaching is good overall and contributes well to pupils' learning and their achievement. Where teaching is strongest the range of teaching styles allows pupils to flourish with a variety of tasks that allow pupils to think about how they learn, direct their own activities and work independently. Where teaching is less effective there is inconsistency in how work is planned for pupils of differing abilities, particularly the more able. Opportunities are missed to fully engage pupils in their learning and pupils' work is sometimes over-directed. In addition, there are fewer opportunities for pupils to use and apply their knowledge in practical situations by investigating and solving problems, particularly in mathematics.

Teachers' guidance to pupils through marking and feedback is variable. There are some excellent examples of where pupils are given clear advice on how to improve their work. However, this effective practice is not evident in all subjects. It is stronger in those classes where teachers have a better understanding of how pupils learn effectively.

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The school has made good progress since its previous inspection. As a result, and along with its other strengths, including the rigorous monitoring of pupils' progress and accurate self-evaluation, its capacity to improve further is good.

What does the school need to do to improve further?

- Improve the consistency of teaching and learning further by:
 - ensuring that all staff use assessment information effectively when planning lessons, particularly for the more able
 - using marking, target-setting and feedback more sharply to help pupils understand how to improve their work
 - broadening the range of teaching styles to stimulate pupils' greater independence and engagement in their learning
 - increasing the opportunities where pupils can use and apply their knowledge, particularly in practical situations in mathematics.

Outcomes for individuals and groups of pupils

2

Pupils develop a love of learning and greatly enjoy coming to school. They are eager to learn and apply themselves well in class. In most lessons pupils show high levels of interest and excitement and behave extremely well. Even when activities are less engaging they persevere and always try to do their best. Their positive attitudes to learning are supported well by teachers who use their good questioning skills to clarify, challenge and extend pupils' thinking which results in their good progress. Pupils are particularly keen to make decisions about how they learn by discussing and sharing their ideas with each other. For example, with excellent prompting by the class teacher pupils in Year 3 and 4 made good progress in their report writing about events in World War 2 by assessing each other's work using a check list of success criteria.

Attainment fluctuates year-on-year because of the small numbers of pupils involved and the different abilities of each year group. Nevertheless, pupils' current work, as well as the test results from 2009, shows that attainment is above average and pupils, including those with special educational needs and/or disabilities, make good progress as they move through the school to Year 6.

Pupils speak highly of staff and greatly enjoy taking part in school life. They feel safe in school and are confident that staff will listen to their concerns and that any problems will be swiftly resolved. The school council is influential and takes its role in suggesting improvements very seriously. Pupils are keen to take on extra responsibilities, such as looking after younger ones, designing the school garden and taking charge of the school library.

Pupils have an excellent awareness of the importance of leading a healthy lifestyle and act as ambassadors for promoting good exercise in their attendance at sporting clubs, such as running, rugby and Tae Kwon Do.

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Pupils develop a strong social conscience. They are very proud of their school and are extremely keen to get involved in local events. They show high levels of independence and initiative by acting as guides on school open days, running a café for the local community and in organising a local talent competition.

Good spiritual, social, moral and cultural understanding is shown in the respect that pupils have for each other. As one child said, 'We all get along well here together.' Pupils are increasingly aware about other faiths and cultures different from their own and recognise the needs of others through their regular charitable donations. Their good standards in basic skills and in information and computer technology (ICT) provide a firm foundation for their future economic well-being.

These are the grades for pupils' outcomes

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

How effective is the provision?

Good teaching overall means that pupils make good progress in their learning. Typically lessons see busy pupils responding with enthusiasm to a range of interesting activities. A number of common strengths were seen. Teachers are enthusiastic. Very good relationships exist between adults and pupils which provide a sound basis for learning.

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

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Teaching assistants provide an effective layer of extra support, particularly for those that falter in their learning or who find things difficult. Teachers are skilled in developing pupils' thinking through effective questioning that keeps pupils on their toes. Where teaching is strongest, activities are well matched to pupils' needs and fire their enthusiasm for learning. In these lessons, learning is exciting and pupils are stimulated by the tasks in hand. As one child commented, 'You remember things when learning is fun'. Where teaching is less strong, the range of teaching styles is limited, work is sometimes over-directed and too many worksheets are used. There is a lack of demand, stimulus and activity for some learners and assessment information is not used sufficiently well to plan challenging work, particularly for the more able. This means that pupils are not always actively engaged in their work and the development of pupils' independent skills is variable. In addition, there are fewer opportunities for pupils to use and apply their knowledge in practical situations, particularly in mathematics.

Teachers' guidance to pupils through marking, target-setting and feedback is gathering pace. There are some excellent examples where pupils are given clear advice on how to improve their work and reach the next level. However, this effective practice is not used consistently in all classes. In addition, in some books pupils were performing tasks that were not at the appropriate level for their ability and in some subjects pupils were not making best use of time by copying out chunks of text and colouring in pictures.

The school provides its pupils with a good curriculum with some outstanding features in cross-curricular provision and enrichment. The school is highly successful in using the school's locality and visits and visitors to stimulate pupils' learning. For example, pupils have learnt a great deal about the Victorians through a focus on the Bronte family who lived nearby. In the past, other themes have included a study on 'Wizardry' and in transforming the school into a zoo for a fortnight with the help of the local farming community. In addition, during the inspection, the pupils were delighted to welcome a Viking to school. The atmosphere buzzed with excitement as pupils, dressed in period costume, shared a Viking lunch with their visitor. This included vegetable broth, chunks of ham, oat biscuits and rough-looking bread.

No stone is left unturned to ensure that all pupils, including those in the childcare provision, are well cared for and supported. Careful attention is given to the needs of all pupils, including the most vulnerable. There are effective procedures for introducing children to school and for ensuring their smooth transition to secondary school.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The school is underpinned by good leadership and management. The headteacher sets the tone and is successfully steering the school in the right direction. He is well supported by an equally committed team of staff and governors who share his vision and sense of purpose. There is clear agreement on the strengths in provision and where further improvements can be made. The school is successful in removing the barriers to learning for all pupils and in improving their life chances. Central to this work is the rigorous tracking of pupils' progress. As a result, the school has a strong commitment to raising the achievement of all pupils and in tackling discrimination. The school is highly effective in its engagement with parents and carers and goes out of its way to meet their needs. Its work to promote involvement and close cooperation between home and school is outstanding. Parents and carers are heavily involved in decision-making on key issues and are strongly engaged with their children's learning and in the school's work. Staff are vigilant in identifying and responding to any potential dangers that pupils may encounter. At the time of the inspection safeguarding was a high priority. All procedures meet current government requirements.

The school's good understanding of the needs of the local community and its promotion of cohesion is demonstrated by the way parents value the contribution it makes to community life. Opportunities that develop pupils' awareness of other faiths and cultures in their own community and further afield are carefully planned and sensitively taught across the curriculum through links with a local school in a different context and special themes and projects. From their recent analysis of provision in this area, senior leaders and governors are not complacent and recognise that the school's procedures to judge the impact of this work require further improvement. In addition they are also aware of the need to establish more links with schools in other parts of the world.

The governing body plays a key role in shaping the school's direction and challenges the leadership by questioning the benefits of new proposals or initiatives. Its members are extremely committed, well trained and offer good quality support to the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	1
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

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

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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	2

Early Years Foundation Stage

Since the last inspection the school has extended its provision to include children of Nursery age for the first time and have moved into a purpose-built Foundation Stage area. As a result all aspects of planning and provision have been reviewed and improvements are on-going. Children's skills on entry vary but overall are broadly in line with those typical for their age. They settle quickly into routines and make great strides in their learning. This is because teaching is good and children are well cared for and supported in their learning. There is an appropriate balance between child-chosen and adult-led activities which means that children become absorbed in their learning as they play and have the confidence to show independence and initiate activities for themselves. For example, children made good progress in their mathematical skills by modelling shapes from play-dough. Elsewhere children improved their language and communication skills in role-play by having fun in their Indian restaurant. In the outdoor area children made good progress in their creative skills by building a boat and pretending to be Bob the Builder.

Staff continually assess how well children are achieving and use this information to plan further challenges. As a consequence, by the time children enter Year 1, the majority of learners reach and exceed the levels expected of them and have made good progress from their starting points.

Parents are heavily involved in their children's learning and are kept well informed. The Early Years Foundation Stage is well led. There is a good understanding of the strengths in provision and where further improvements can be made. For example, staff are well aware that links between the outdoor learning activities and those inside the classroom are sometimes unclear and require fine-tuning. In addition, teachers are working hard to ensure that all learning experiences are imaginative, match the range of abilities in the group and build on what each child already knows.

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

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

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Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. There is strong agreement that children enjoy school, make good progress and that the school is well led and managed. A very small minority of parents and carers said that their children do not make enough progress, the school does not meet the needs of pupils and the school does not listen to their concerns. Inspectors disagree with these minority views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanbury Village 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 inspector received 105 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	68	32	30	1	1	0	0
The school keeps my child safe	79	75	26	25	0	0	0	0
The school informs me about my child's progress	49	47	54	51	2	2	0	0
My child is making enough progress at this school	51	49	43	41	9	9	1	1
The teaching is good at this school	64	61	37	35	4	4	0	0
The school helps me to support my child's learning	55	52	47	45	1	1	1	1
The school helps my child to have a healthy lifestyle	63	60	39	37	1	1	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)	41	39	52	50	2	2	0	0
The school meets my child's particular needs	55	52	42	40	6	6	1	1
The school deals effectively with unacceptable behaviour	44	42	55	52	2	2	0	0
The school takes account of my suggestions and concerns	34	32	65	62	5	5	0	0
The school is led and managed effectively	51	49	52	50	1	1	0	0
Overall, I am happy with my child's experience at this school	66	63	36	34	3	3	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



19 March 2010

Dear Pupils

Inspection of Stanbury Village School, Keighley, BD22 0HA

Thank you all very much for the friendly way in which you helped the inspectors when we visited your school recently. We really enjoyed chatting to you in lessons and in the meeting with the school council. I am writing to tell you what we found out.

Firstly and most importantly we are pleased to tell you that you go to a good school. You make good progress in your work because you are taught well and have an exciting range of activities to take part in. You told us how much you enjoy coming to school and having spent the two days with you we can understand why. We were really pleased to see how well you behave and how you help one another in class and around the school. We can see how well the adults in school look after you and your parents told us this too. We really like the way you get involved in local events and how you all like doing jobs around the school.

I really enjoyed listening to your assembly about St Patrick and was very pleased to see how much you know about keeping fit and healthy. Your school is very good at helping and supporting your parents to work with your teachers.

Your teachers work very hard to make the school as good as it can be. To help them we have asked if more of your lessons are like the very best ones we saw when you were challenged in your thinking and very involved in making your own decisions by investigating things for yourselves. We have also asked that when your teachers mark your books they always give you advice on how you can improve your work.

You can help by continuing to work hard and by telling your teachers how well you have understood and being clear how you can improve your work. Thank you once again for your help. We can see why your teachers love working with you every day.

Yours sincerely

Steve Isherwood

Her Majesty's Inspector

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