

# Stanton-under-Bardon Primary School

## Inspection report

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<b>Unique Reference Number</b>	119938
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339560
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Christopher Parker

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Milner
<b>Headteacher</b>	Mrs Frances Baker
<b>Date of previous school inspection</b>	14 September 2006
<b>School address</b>	Main Street Stanton-under-Bardon Markfield
<b>Telephone number</b>	01530 242377
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## Introduction

This inspection was carried out by two additional inspectors. Eight lessons, taught by three teachers, were observed. Meetings were held with pupils, the headteacher, teachers and representatives of the governing body. The inspectors looked at records of the pupils' progress, lesson planning, some of the school's policies and a sample of the pupils' work. Questionnaire responses from staff, pupils and 35 parents were analysed.

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

- how well pupils are learning and making progress in mathematics
- how effective the school's drive to raise the profile of learning has been in accelerating pupils' progress
- how effectively children in the Early Years Foundation Stage learn and make progress in the outdoor area.

## Information about the school

This is a much smaller than average primary school. Pupils transfer to high school at the end of Year 5. The school population is predominantly White British. All of the pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is broadly average. Very few pupils are known to be entitled to free school meals. The school has a number of accreditations including National Healthy School Status and the British Council's International School 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

This is a good school. The pupils are doing well because they are taught well, are supported very effectively and enjoy lessons. The headteacher has created an ethos in which the pupils thrive, grow in confidence, are able to talk about their learning and develop a broad social and cultural understanding.

The school has taken very effective steps to respond to the last inspection by making considerable improvement to the provision for the Early Years Foundation Stage. Developments to the accommodation, good teaching and stimulating resources ensure that the youngest children make a good start in the Reception class. The pupils continue to make good progress through to Year 5, where the attainment of many is higher than that expected for their age. The pupils make good progress, but it is not so consistent in mathematics as it is in English and science. This is because opportunities for the pupils to use and practise their mathematical skills to investigate and solve problems are not frequent enough. In addition, the marking of the pupils' work and their response to the feedback they receive is not as effective in mathematics as it is in English. On occasions some of the more-able pupils are not challenged consistently by the mathematical tasks they are set.

Attendance is high. A very high proportion of pupils say they feel safe at school and the school's detailed and comprehensive procedures ensure that this is the case. This is reflected in the very positive way in which they approach all that the school offers and in their positive relationships with adults. The pupils have an excellent appreciation of the importance of staying fit and healthy. They enjoy the sporting opportunities the school provides for them.

Partnerships with parents and carers and with other agencies are very strong. The school combines these partnerships with excellent care, guidance and support for all pupils. However, the greatest impact is evident in the way it caters for those with statements of special educational needs and/or disabilities by ensuring they have the broadest possible access to the curriculum.

The school is well led and managed. The headteacher and the governing body have clear plans for further improvement. They have been very successful in using their accurate evaluations of the school to make improvements since the last inspection and, consequently, the school has a good capacity to improve further.

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

- Accelerate the rate of progress in mathematics by:

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- providing more opportunities for pupils to choose, use and practise their skills and reasoning in mathematical investigations
- encouraging pupils to respond fully to their teachers' comments and feedback about their work
- ensuring more-able pupils are consistently challenged throughout lessons.

**Outcomes for individuals and groups of pupils**

**2**

The pupils make good progress in lessons, and achieve well, which is well reflected in the work recorded in their exercise books. The number of pupils in each class is relatively small, and the teachers and teaching assistants take advantage of this to give carefully focused support to small groups and individuals. There are, however, occasions when the more-able pupils are not stretched for the duration of the lesson. The pupils contribute fully to discussions and are eager to answer their teacher's questions.

The pupils with special educational needs and/or disabilities are well supported in lessons to complete the tasks they are set by their teachers. This results in most of them making progress on a par with that of their peers.

The good progress evident in pupils' work is verified by the results of tests and assessments. The school's comprehensive assessments show that, by the end of Year 5, attainment exceeds expectations for this age group, with many already working at the level expected by the end of Year 6. The school's analysis of each pupil's progress confirms that it is particularly strong in reading, and good in writing, mathematics and science. However, the profile of pupils' progress is not as consistent, from year to year, in mathematics as it is in the other subjects.

Behaviour is almost always good. This allows pupils to concentrate on their work. The pupils take advantage of the many opportunities offered to them to gain a good understanding of other cultures, enhance their spiritual development through involvement in musical activities, and extend their social development by taking on additional responsibilities in school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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

<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.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>1</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is effective and most lessons are lively and interesting, ensuring that pupils are engaged by the tasks they are set. The pupils respond well to their teachers and produce the volume and good-quality work expected of them. The tasks that the teachers set are generally well matched to the needs of the pupils. However, there are occasions when the more-able pupils are unnecessarily involved in tasks which they can already do before they are set more demanding challenges that fully extend them. This is especially so in mathematics.

Teachers make good use of a wide range of resources. Interactive whiteboards are used well, for example in Year 1, to provide a good focus for learning. In a series of lessons in Year 1 the pupils were exploring fairytales. In one lesson, the pupils were asked to write phrases and sentences about some of the main characters in fairy tales that would make the rest of the class laugh. This activity helped them to work together and use a wider range of words, but most notably enhanced their confidence to talk to the rest of the class and to make them laugh!

The school has improved how teachers mark the pupils' work. There are examples of good and effective marking that point out exactly how a piece of writing can be improved. The pupils respond well to the comments that the teachers make in their writing. In mathematics, the marking is conscientious and often points out pupils' misunderstandings, but these are not always corrected and followed up by the teacher. In some lessons, targets and criteria by which the pupils can judge their own success are used, but this is not always the case.

The curriculum is well organised and enriched by an international dimension, visits to places of interest, events at school and a wide range of extra-curricular activities. Many of these opportunities add to the good progress that pupils make in their broader personal development.

Care, guidance and support are excellent features of the school's provision. The most vulnerable pupils are well supported through very effective links with external agencies. The school works very closely with parents to provide the support for individuals that is needed so that they can be included as fully as possible in all aspects of school life.

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Those who have special educational needs and/or disabilities receive very carefully tailored support. The strong ethos of care and support extends to the before- and after-school clubs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>1</b>

**How effective are leadership and management?**

The headteacher leads and manages the teaching team by example. The work in the older pupils' books reflects her expectations of high standards. The monitoring of the quality of teaching is well focused on the impact that the teaching has on the pupils' learning and is well linked to areas identified for school improvement. For example, the headteacher, in seeking higher attainment in mathematics, has carried out a detailed survey of pupils' perceptions of their learning in mathematics. This has combined scrutiny of the pupils' work with detailed analysis of each pupil's progress. Evaluations of how well each pupil with special educational needs and/or disabilities is doing illustrate well the school's commitment to equality of opportunity.

The headteacher provides very clear and ambitious leadership that is very well focused on continuing improvement. High expectations of pupils' academic and personal achievements are evident in all aspects of school life. Tracking of the pupils' progress is thorough and analysis is accurate. This provides a clear insight into what the school needs to do to improve and to raise pupils' attainment further.

The effectiveness of the governing body is good. It evaluates the impact of its policies and questions and challenges the headteacher on the school's performance. An excellent range of information and events for parents and carers about how they can help their child, combined with comprehensive newsletters, underpin an extremely productive partnership. As a result, the very large majority of parents are pleased with the school and the provision that it makes for their children. Parents feel their children are safe at school; this is because it has extremely comprehensive and highly effective arrangements to keep every child as safe as possible.

The size and location of the school presents challenges in developing the pupils' understanding of communities beyond their own. To counter this, the school has developed now well-established links with a school where pupils come from diverse cultural backgrounds, and strong international links, which provide the pupils with a good insight and understanding of other communities.

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*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>1</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>2</b>

## Early Years Foundation Stage

Most children start school with a range of skills broadly similar to those expected for their age. They get off to a good start in the Early Years Foundation Stage because they are well taught and are encouraged to be independent. They participate in an interesting range of well-planned activities, including ones led by adults and those that they choose themselves. The children's welfare is particularly well promoted. As a result, they grow in confidence.

The school has responded very positively to the last inspection and has considerably enhanced its provision. The accommodation now enables the adults to provide the children with many opportunities to learn and practise new skills, that flow freely from indoors through the new glass covered area to the outdoors. The imaginative use of the outdoor area adds considerably to the curriculum.

Those children with special educational needs and/or disabilities are very well supported by the adults who help them. The physical and social development of these children is well promoted through the wide range of activities available in the outdoor area.

All of the children are strongly encouraged to participate in early writing activities, construction and role-play tasks. When children use the computer suite they receive a good level of adult support, but this occasionally creates a situation where those children, involved in other activities, do not have the same level of adult interaction from which they benefit at other times. Nevertheless, the children make consistently good progress in all areas of learning.

The adults keep comprehensive records of their assessment of the children's progress.

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These show that most children frequently meet, and some children exceed, expectations for the end of the Reception Year. The children are well prepared for Year 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

A very high proportion of parents who responded to the questionnaire were happy with their child's experience at school. All of those who responded agreed that their child enjoys school, is as safe as possible, and is helped to stay fit and healthy. A few parents disagreed that their child was making enough progress. The inspection found that most pupils are making good progress. A very small number of parents expressed the view that their child was not sufficiently challenged. The inspection found that there are occasions when the more able are not consistently challenged.

A few parents expressed concerns about the leadership of the school. The inspection found the leadership and management to be good. A number of parents added comments to voice their support and appreciation for the work of the school. These included comments judging the school as 'excellent' and 'the best kept secret in Leicestershire'.

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

Ofsted invited all the registered parents and carers of pupils registered at Stanton-under-Bardon 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 63 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	71	10	29	0	0	0	0
The school keeps my child safe	27	77	8	23	0	0	0	0
The school informs me about my child's progress	21	60	12	34	2	6	0	0
My child is making enough progress at this school	16	46	13	37	6	17	0	0
The teaching is good at this school	19	54	13	37	2	6	0	0
The school helps me to support my child's learning	21	60	11	31	3	9	0	0
The school helps my child to have a healthy lifestyle	22	63	13	37	0	0	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)	26	74	8	23	1	3	0	0
The school meets my child's particular needs	20	57	10	29	4	11	1	3
The school deals effectively with unacceptable behaviour	24	69	9	26	2	6	0	0
The school takes account of my suggestions and concerns	19	54	13	37	2	6	1	3
The school is led and managed effectively	23	66	7	20	2	6	2	6
Overall, I am happy with my child's experience at this school	27	77	6	17	2	6	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.**



18 June 2010

Dear Pupils

Inspection of Stanton-under-Bardon Primary School, Markfield, LE67 9TQ

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to me about your work. I am also grateful to those of you who completed the questionnaire. You all said that you enjoy school and learn a lot in lessons.

You attend a good school which gives you excellent care and support. The headteacher, teachers and teaching assistants are helping you to make good progress in reading, writing and science. Progress in mathematics is not quite as consistent through the school so I have asked the teachers to give you more opportunities to solve problems and respond to their comments and feedback. You can help by following the guidance the teachers give you. I have also asked them to make sure that those of you who are ready to tackle harder problems have the chance to do so without having to complete easier work first.

The school provides lots of interesting opportunities to give you a wider view of the world through links with other schools, visits to places of interest, and after-school clubs, which you appreciate and enjoy. The headteacher is leading the school well and is constantly looking at how it is doing so that improvements can be made to the opportunities that school provides for you. The headteacher has been especially successful in making improvements to the opportunities that the youngest children are given to learn outside the classroom. The school is well placed to continue to get even better.

I hope that in the future your school is even more successful in helping you to do as well as you possibly can.

Yours faithfully

Christopher Parker

Lead inspector

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