

Stanwick Primary School

Inspection report

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| Unique Reference Number | 121853 |
| Local Authority | Northamptonshire |
| Inspection number | 340027 |
| Inspection dates | 22–23 September 2009 |
| Reporting inspector | Keith Sadler |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 192 |
| Appropriate authority | The governing body |
| Chair | Graham Gannaway |
| Headteacher | Alison J Coe |
| Date of previous school inspection | 5 May 2007 |
| School address | Church Street Stanwick Wellingborough |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, staff, and groups of pupils. They observed the school's work, and looked at a wide range of documentation which included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, the responses of 61 parents' questionnaires were analysed and their comments taken into account.

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

- the progress of pupils, particularly that of those who find learning easy
- the key features of teaching that promotes good learning
- the quality and use of assessment to support learning
- monitoring and evaluation procedures and how well leaders at all levels are involved in these processes
- the quality of provision and children's progress in learning in the Early Years Foundation Stage.

Information about the school

This over-subscribed primary school serves the village of Stanwick and a few pupils come from the surrounding area. Almost all the pupils are of White British heritage and a few speak English as an additional language though none are at an early stage of learning English. The proportion of pupils that have special educational needs and/or disabilities, who in the main find learning hard, is below the national average. The school has gained the Sports Activemark award.

The school has a new headteacher who was acting headteacher from September 2008 and took up her post on a permanent basis from April 2009.

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

Stanwick is a good school, a view overwhelmingly shared by parents. The enthusiasm and drive of the new headteacher, well supported by the staff, has taken the school forward well since the previous inspection. She has successfully steered strong improvements in the monitoring and analysis of provision. This now includes all the teachers with responsibilities and the resulting information, when combined with effective data analysis, has led to an accurate evaluation of the school's strengths and weaknesses. The resulting series of improvement priorities are the right ones to ensure that the school continues to build on the good quality provision and progress of pupils. Governors are very supportive of the school and have recently started the task of developing monitoring procedures to enable them to contribute to the school's self evaluation. However, this is at an early stage. Hence governors are not yet in a position to question the school because currently they are over-reliant on the staff and headteacher for information. The staff work closely as a team and morale is high. The headteacher has ensured that the school has built on the many strengths found in the previous inspection. In addition, previous weaknesses such as the lack of systematic setting of targets for pupils and the rigorous tracking of pupils' progress are now positive features. When linked to the good progress pupils make, this demonstrates a good capacity for further improvement.

Children enter the Reception class with skill levels that are higher than normally expected for their age. Because there is a very positive welcoming atmosphere and the staff are responsive to the children's personal and social needs, children settle very quickly. Even though children have only been in school for a few days, they are already confident, have a good understanding of the routines of the classroom and the expectations of the staff. Progress in the Reception class is generally good and almost all the children reach the expected goals and some exceed them. However, the provision does not provide sufficient opportunities for children to make choices and to initiate their own learning. This is compounded as activities in the outdoor learning area do not sufficiently cover all the required areas of learning. In addition, there is a lack of shelter in this space and this limits the opportunity for it to be used consistently throughout the school year.

Pupils make good progress in all year groups. By the time they leave Year 6, standards are significantly above average in English, mathematics and science. Consistently good teaching supported by a good curriculum ensures that all groups of pupils achieve well. In the past, an average number of pupils attained the higher level at the end of Year 6. However, the school's recent focus on boosting the achievement of pupils that find learning easy has been successful and provisional results for the 2009 national tests for

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Year 6 pupils show that a much higher proportion have attained Level 5, particularly in mathematics and science. Inspection findings confirm that pupils in all year groups make good progress in their learning. The higher levels of attainment are set to continue because pupils in both Year 5 and 6 are currently making strong progress in lessons. A majority of Year 5, for example, are already attaining the expected level for pupils at the end of Year 6 in mathematics. These improvements are the result of a whole school priority to strengthen pupils' learning. There has been added rigour to teachers' planning because teachers' skills in assessing pupils have been improved and are now very accurate. They are used well both to plan work and to make adjustments to teaching during lessons. In addition, pupils are now clear about what they have to learn and what they need to do to be successful in meeting lesson objectives.

Because the pupils are cared for and supported well, relationships throughout the school are very good. There is a positive and inclusive atmosphere which supports the pupils' personal development well. Some parents were concerned about aspects of behaviour. However, inspection findings show that the pupils' behaviour is excellent. They have very positive attitudes to school and learning. They show good levels of commitment and involve themselves in all aspects of school life. This ensures that they thrive in their personal development though opportunities for them to take responsibility are relatively limited.

What does the school need to do to improve further?

- Improve the quality of provision in the Early Years Foundation Stage by:
 - ensuring that there is an appropriate balance between the activities that are adult led and those that children choose for themselves
 - consistently providing a range of activities that cover all six required areas of learning in the outdoor area
 - providing cover and shade so the outdoor area can be used throughout the year.
- Strengthen the role of governors by developing systems and routines for them to check the school's provision and the speed at which its improvement priorities are implemented.

Outcomes for individuals and groups of pupils**2**

Pupils of all abilities learn well in English, mathematics and science. In addition, due to excellent provision, progress is particularly strong in French and progress is rapid. The school has effectively addressed weaknesses in the performance of higher attaining pupils who now make good progress. In addition, because any pupils who find learning hard are identified quickly and good quality individual learning programmes are put into place, these pupils also make good progress against their targets.

In lessons, pupils demonstrate an excellent commitment to their work. They apply themselves well and persevere even when the tasks presented are very challenging.

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They enjoy working in small groups and because teachers ensure that there are many opportunities for collaborative work, pupils' excellent social skills are developed effectively. As a school councillor stated, 'Our teachers are kind and listen to us and use our ideas to help us to learn better'.

Pupils' enjoyment of school is reflected in their above average attendance. All Year 6 pupils thoroughly enjoy the responsibility of buddying a year group and they also are proud of the achievements of the school council. However, beyond this, opportunities for pupils to take responsibility and to contribute to the school and wide community are more limited. Pupils have a good understanding of what constitutes a healthy lifestyle and know how to stay safe. Their spiritual, moral, social and cultural development is good. There are particular strengths in social and moral development as seen in the strong relationships and excellent behaviour.

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 | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| 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?

A key feature of the good teaching is the detailed planning which is clearly focused on the needs of individuals or groups of pupils and which has well defined expectations for

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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each lesson. This comes from an increasingly accurate evaluation and analysis of pupils' progress particularly in mathematics and writing, good guidance through teachers' marking, probing questions by teachers and good quality classroom discussions. In addition, teaching assistants are deployed well to provide good support for pupils, particularly those that find learning hard. Pupils' interest and enjoyment is captured well because activities are generally stimulating and exciting. 'Our teachers make sure our learning is fun', said one Year 6 pupil. Pupils' progress is not tracked as well in science as English and mathematics because teachers are still using systems that have not been reviewed. Nonetheless, teaching in science is of good quality. Learning is not so rapid, however, because teachers' assessments in science are not as comprehensive as those in English and mathematics.

There have been considerable improvements to the curriculum since the previous inspection. Planning now ensures that subjects are linked together well and this helps to present learning in a more integrated and cohesive way. This has been aided by the up-grading of the information and communication technology resources which are used well to enliven learning. The school's aim to extend the number of opportunities provided for gifted and talented pupils is well-founded. Although there are 'master classes' in English, mathematics and science provided for these pupils at the partner secondary school, specific opportunities in the school are more limited. Pupils benefit from a good range of additional curricular activities including popular after-school clubs, residential visits and opportunities for learning to play musical instruments.

Many parents commented positively on the high priority given to pupils' well-being and pastoral care and they appreciate the caring, family ethos of the school, as do the pupils who are confident that there is always someone to talk to if they have any concerns.

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 |

How effective are leadership and management?

The school has made good progress since the previous inspection. There is now regular and astute monitoring by the headteacher and key staff which has enabled the school to maintain and improve standards in spite of a number of staffing changes in the past two years. The headteacher is already much admired by the parents, governors, staff and pupils and her clear and purposeful vision for the school is shared by the staff and supported by the governing body. Procedures to protect pupils and keep them safe meet requirements. The school is effective at ensuring that equality of opportunity is

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promoted well. This is demonstrated by the provision for pupils with learning needs and also the recent strengthening of attainment for higher attaining pupils.

The school operates as a cohesive and inclusive community and relationships with parents are good. Although a number of parents stated that they felt the school does not sufficiently take account of their suggestions and concerns, inspection findings are that the school's systems are similar to those found in other schools. In some aspects, such as provision of parent workshops, coffee mornings and the very active Friends Association, communication channels are stronger than usual. In addition, a large number of parents provide valuable support for pupils' learning. However, links with the village, though strengthening, are not strong. There are good links with nearby pre-schools and also the parish church although senior staff recognise that community links, including beyond the immediate vicinity, need to be further developed.

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 | 3 |
| 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 | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children enjoy their time in the Reception class. They develop good personal and social skills through the many opportunities that are provided for them to work in small and large groups. Adults promote the children's welfare well. They provide firm and kind support that helps them to feel safe and secure. There is a strong emphasis on developing the children's speaking, listening, reading and writing skills. The direct teaching sessions are of good quality and children are managed well. The teacher's questioning is also of good quality and promotes good learning. Children's behaviour is excellent and parents say that they settle very quickly. Leadership and management are

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only satisfactory because there are not enough opportunities for children to make choices for themselves and there is an inappropriate balance between adult led and child initiated activities. Furthermore, the teacher's planning is too heavily dependent on the statutory assessment criteria rather than focusing on children's needs determined by assessments made.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

The large majority of parents are supportive about what the school provides for their children. Many additional comments showed that parents view the school as providing a happy, safe and friendly environment.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered Stanwick 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|----|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 36 | 59 | 22 | 36 | 1 | 2 | 2 | 3 |
| The school keeps my child safe | 34 | 56 | 25 | 41 | 2 | 3 | 0 | 0 |
| The school informs me about my child's progress | 18 | 30 | 38 | 62 | 2 | 3 | 3 | 5 |
| My child is making enough progress at this school | 31 | 51 | 25 | 41 | 1 | 2 | 4 | 7 |
| The teaching is good at this school | 32 | 52 | 24 | 39 | 2 | 3 | 3 | 5 |
| The school helps me to support my child's learning | 25 | 41 | 28 | 46 | 5 | 8 | 3 | 5 |
| The school helps my child to have a healthy lifestyle | 18 | 30 | 38 | 62 | 2 | 3 | 3 | 5 |
| 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 | 31 | 37 | 61 | 1 | 2 | 4 | 7 |
| The school meets my child's particular needs | 28 | 46 | 27 | 44 | 3 | 5 | 3 | 5 |
| The school deals effectively with unacceptable behaviour | 15 | 25 | 29 | 48 | 7 | 11 | 8 | 13 |
| The school takes account of my suggestions and concerns | 14 | 23 | 34 | 56 | 6 | 10 | 6 | 10 |
| The school is led and managed effectively | 20 | 33 | 29 | 48 | 5 | 8 | 7 | 11 |
| Overall, I am happy with my child's experience at this school | 38 | 62 | 20 | 33 | 2 | 3 | 1 | 2 |

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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | 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.



25 September 2009

Dear Pupils

Inspection of Stanwick Primary School, Wellingborough, NN9 6PS

We enjoyed meeting with you and listening to what you had to say about your school. We can understand why you enjoy your learning so much. This letter is to tell you what we found out when we came to your school.

- both you and your parents told us that you feel safe in school. This is because all the adults look after you very well and make sure that you are happy and safe and that you thoroughly enjoy your time at school.
- your teachers teach you well and help you to learn lots of interesting new things and they take care to make sure that your lessons are exciting and just hard enough to make you think.
- you work hard, behave outstandingly well, and are kind to each other.
- you have a good understanding of how to keep healthy. You told us about what you like to eat and the sports you like to play.

Even in such a good school like yours, there are things which could be improved and we have asked your governors, headteacher and the staff to do two things. Firstly, we want them to make sure that the children in the Reception class have more chances to choose activities for themselves and for them to have a wider range of activities to do outdoors. Secondly, we want your governors to visit you during school time to help them to find out more about how well you are doing.

We hope that you will all keep on working hard and enjoy your time at school.

Yours faithfully

Keith Sadler

Lead Inspector

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