

Stanley Primary School

Inspection report

Unique Reference Number	131070
Local Authority	Blackpool
Inspection number	360199
Inspection dates	23–24 November 2010
Reporting inspector	Kathleen McArthur

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	618
Appropriate authority	The governing body
Chair	Cllr James Houldsworth
Headteacher	Mr Craig England
Date of previous school inspection	17 January 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 32 lessons, taught by 26 teachers and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at documentation including policies, progress data, safeguarding arrangements, pupils' work and school development planning. Questionnaires returned by pupils, staff and the 171 returned by parents and carers were scrutinised.

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

- Evidence that actions to sustain the upward trend in attainment and progress at Key Stage 1 have been effective.
- How effectively pupils are involved in the assessment of their learning.
- Whether the curriculum's impact on learning and pupils' progress justify the school's judgement that it is outstanding.

Information about the school

The school is much larger than most primary schools and draws pupils from a wide area. The proportion known to be eligible for free school meals is above average. The very great majority of pupils are of White British heritage. The proportion with special educational needs and/or disabilities is above average. Stanley Kittens Nursery is managed by the governing body and this facility was included in the current inspection.

The school holds the International School award, a Silver Artsmark and Healthy School status.

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 outstanding curriculum fulfils leadership's aim to provide 'a rich and balanced education'. Pupils enjoy learning and eagerly participate in the very wide range of academic and social opportunities they meet. Good quality care, guidance and support ensure they feel safe and secure, behave well and enjoy school. Parents and carers who returned questionnaires expressed very positive views.

Pupils' achievement is good and their attainment is above average. Children make a good start and progress well in the Early Years Foundation Stage. They continue to make good progress through the school. Staff development and well focused additional support have sustained the upward trend in attainment at Key Stage 1 and standards are now broadly average. Pupils with special educational needs and/or disabilities make good progress in relation to their starting points and capabilities due to skilled support. Good teaching makes full use of comprehensive assessment information to match tasks closely to pupils' different abilities. Pupils are increasingly involved in assessing their own learning and this helps to resolve misunderstandings when they occur. Younger pupils use simple 'thumbs up' or 'thumbs down' and older pupils often use oral and written responses. Regular monitoring procedures have improved the effectiveness and impact of teaching. However, the impact and effectiveness of additional provision is not monitored.

Pupils vividly recount their memories of experiences provided by the extremely well-planned curriculum. They talk enthusiastically about 'hands-on activities' and are unanimous that these help them learn and make topics relevant. Pupils' care, consideration and good behaviour reflect the good quality care, guidance and support shown to them and underpin the school's positive ethos. The school is justifiably proud of its international links, for example through the 'Feet First' charity. These contribute strongly to pupils' understanding of different cultures in the wider world but they have limited knowledge of other communities in Britain.

Senior leaders and managers are supported by good governance and skilled phase leaders. Structured plans to achieve challenging targets demonstrate their vision for ongoing improvement in all aspects of provision. The leadership team has successfully enhanced many aspects of provision since the last inspection, showing there is good capacity for further improvement.

What does the school need to do to improve further?

- Broaden the scope of monitoring procedures by:
 - evaluating the effectiveness of support for different groups of pupils

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- ensuring that additional support is always appropriately deployed and provides suitably challenging activities.
- Extend the provision for community cohesion by widening pupils' awareness of contrasting communities and lifestyles in the local and national communities.

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

Pupils enjoy learning and work hard in lessons. Good behaviour, their ability to collaborate well with each other and keen attitudes support their good progress. The majority of pupils take care to present their work neatly.

The work in pupils' books, lesson observations and school and national data show that all groups of pupils progress well from starting points that are usually below expectations. Many pupils enter school, with limited speaking and listening skills. A variety of strategies, such as 'Talking Partners', successfully develop their ability to express ideas clearly orally and in writing. As pupils move through the school, written work becomes confident and well organised, with imaginative vocabulary choices. In 2010, pupils did particularly well in the national writing tests. The most recent teacher assessments show that swift, rigorous actions have successfully reversed a dip in attainment at Key Stage 1. Pupils currently in Year 2 are on track to maintain the upward trend in attainment. By the time pupils leave the school, standards are above the expected level in all subjects.

Pupils report that they feel safe in school because it is secure and they are looked after. A few feel that behaviour could be better, but bullying is not seen as a major issue and they trust the staff to deal with any problems. They show a strong moral sense of right and wrong, saying rewards and consequences are fair and, 'Keep us safe so no-one gets hurt'. Pupils act considerately towards each other and are keen to help as PALS, buddies or councillors. Pupils are keen charity fund-raisers; as one said, 'People at school are kind'. The presentation by the 'Feet First' charity about work in Malawi was watched with rapt attention as pupils saw how their contributions are used. Contribution to local activities and civic events come through links with the local church, and partnerships with other schools, for example the Blackpool at War project and Veterans Association. Enterprise activities, good academic and personal skills and above average attendance ensure pupils are well prepared for their future economic well-being. They say learning about religions helps them respect different ideas but they have limited knowledge of cultures and lifestyles found in Britain today.

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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	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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Pupils say lessons are 'fun' and work is 'about the right level'. English, mathematics, science, physical education, music and language are particular favourites. Relationships are a real strength, ensuring good behaviour and a calm atmosphere for good learning. Most lessons feature varied teaching styles and activities and effective questioning to challenge pupils. In the best lessons, teachers have high expectations of what their pupils can achieve, particularly the more-able. If lessons move along slowly or there is too much 'teacher talk', progress is satisfactory rather than good. Teaching assistants provide skilled support, especially for pupils with special educational needs and/or disabilities. Assessment systems give teachers good information to plan the next steps in learning and match tasks to different abilities. Pupils say targets, 'help us get better and better'. They are increasingly involved in assessing their work and knowing how to improve it, especially when teachers include useful comments in their marking.

The outstanding curriculum covers all relevant skills. It is very well adapted to the needs of all learners, provides high quality personal and social education and makes a very strong contribution to good progress and enjoyment. Cross-curricular links are extremely well developed. For example, teachers have taught meaningful topics that have helped improve pupils' skills by making writing more purposeful. Year 4 pupils were totally engrossed when writing stories set in Australia, linking with their Aboriginal art work and history and geography research. An extensive range of imaginative activities really enrich

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pupils' academic and social experiences, including residential visits and valuable partnerships with external providers. Highly skilled specialist teaching provides a wide range of sports and gymnastics, several foreign languages and music. Lunchtime and after-school clubs are very popular and offer many choices from performing arts to information and communication technology to modelling.

Well-organised care, support and guidance arrangements ensure every pupil feels safe, secure and progresses well socially and academically. Pupils say staff are very approachable if they have a worry or need help. Learning support for pupils with additional needs is well organised but the impact of intervention strategies is not fully evaluated to ensure help is always appropriately directed. Concerted actions, including weekly class competitions and strong home–school liaison, have boosted attendance to above average levels. Good links with external support agencies benefit pupils and their families, particularly those whose circumstances make them vulnerable. Secure induction and transition arrangements ensure pupils move confidently to the next stage of education.

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	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders have successfully implemented a shared sense of purpose and vision for improvement, seen in strong teamwork in developing the curriculum. Leaders monitor the quality of teaching and learning regularly through lesson observations. Areas for improvement are acted on and included in performance management targets, supported by ongoing professional development. However, the impact of intervention work is not monitored to ensure appropriate staff deployment and that a suitable level of challenge is always provided. Governance is good. Governors play an active role and are confident to challenge the school about attainment and areas of weakness. Value for money is good.

Positive relations with parent and carers benefit pupils. The school gathers their views annually and provides newsletters, workshops and courses to help parents and carers support learning at home. The wide range of partnerships brings academic and social opportunities the school alone cannot provide, and professional expertise is shared with other schools. Good promotion of equal opportunities ensures there is no discrimination and all pupils can participate in everything the school offers. For example, clubs at lunchtime for pupils who cannot stay after school.

Clear policies, up-to-date training and secure arrangements ensure good quality safeguarding procedures are known and understood by staff and governors. The site is secure, pupils say they feel safe and know how to look after their own safety, including

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when using the internet. Good community cohesion arrangements result in a harmonious school ethos. Valuable local partnerships and strong international links, including schools in Latvia, Norway and Malawi, enhance curriculum studies and cultural development. However, pupils have limited awareness of different communities and lifestyles found in Britain today.

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	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	2

Early Years Foundation Stage

On entry to Stanley Kittens Nursery and to the Reception classes, children's skills are below those expected for their age. They make good progress through the Early Years Foundation Stage and by the time they move to Year 1, meet the levels expected for their age.

Children quickly feel safe and secure in the welcoming Nursery setting. They enjoy learning and become increasingly confident in the Reception classes, follow class routines sensibly and understand the need to wash their hands after messy activities and before eating. They explore the different activities in all areas of learning. Working in the well-equipped outdoor learning areas is a popular choice because children enjoy all the physical activities on offer. Behaviour is good, children show consideration for others and use and tidy away equipment safely.

Adults know the children well and involve themselves fully in learning activities, encouraging them to talk about what they are doing to develop and broaden language skills; children talked enthusiastically when investigating how the light box changes colours. Observations and assessments are an integral part of daily practice, and the information is used to track progress and plan activities, for example to boost writing and the creative area of learning. However, whole-class sessions are not always well matched to children's needs and do not make full use of all available adults to boost progress.

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Comprehensive arrangements for health, safety and well-being ensure children are well cared for. Provision in the Nursery meets all statutory childcare requirements.

Both Nursery and Reception settings are well led and managed. Leaders have a good overview of outcomes and provision in all areas and a clear vision for further improvements. Positive links with parents and carers ensure they feel welcomed as partners, particularly through the home–school activities in the Reception classes.

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

Just over 30% of parents and carers returned questionnaires, which is average. Responses were very positive. All agreed that teaching is good. In addition, almost all said their child enjoys school, is kept safe there and is helped to have a healthy lifestyle. Overall, parents and carers are very happy with their child's experience at the school. A few felt that unacceptable behaviour is not dealt with effectively, and some felt that their views are not taken into account. Inspectors considered these views and added them into the evidence. They judged the school to have well-established procedures and a clear behaviour code that is known by all pupils who think it is fair. Parents and carers have not yet received feedback about the outcomes of the school's recent survey of their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanley 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 171 completed questionnaires by the end of the on-site inspection. In total, there are 618 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	106	62	63	37	2	1	0	0
The school keeps my child safe	96	56	70	41	4	2	0	0
My school informs me about my child's progress	69	40	92	54	6	4	3	2
My child is making enough progress at this school	79	46	84	49	8	5	0	0
The teaching is good at this school	85	50	86	50	0	0	0	0
The school helps me to support my child's learning	72	42	84	49	11	6	0	0
The school helps my child to have a healthy lifestyle	74	43	92	54	3	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)	64	37	89	52	7	4	1	1
The school meets my child's particular needs	72	42	92	54	4	2	0	0
The school deals effectively with unacceptable behaviour	60	35	90	53	18	11	2	1
The school takes account of my suggestions and concerns	50	29	92	54	16	9	3	2
The school is led and managed effectively	70	41	83	49	15	9	2	1
Overall, I am happy with my child's experience at this school	88	51	78	46	4	2	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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 November 2010

Dear Pupils

Inspection of Stanley Primary School, Blackpool, FY3 9UT

Your good behaviour and helpfulness really impressed us when we inspected your school. You gave the team a very friendly welcome, so thank you for talking to us and telling us all about your school. You told us you feel safe and enjoy school and your parents agree.

This is what we found:

Stanley is a good school, with good leaders and teachers who all care for you well.

The Early Years Foundation Stage gives you a good start. You work hard, make good progress and reach standards above those usually found by the time you leave. A lot of this is due to the excellent curriculum that gives you so many exciting and interesting extra experiences that you will always remember; music and performing, visits and visitors, lots of physical education and sport and the chance to learn several languages. We were impressed by the ways you help as Pals, buddies and councillors in school, and by raising money for charities like 'Feet First'.

We have asked the school leaders to:

- check that different groups receive the right support for their needs and are always given lots of challenges
- help you learn more about different lifestyles and cultures in Britain.

The team send you our very best wishes

Yours sincerely

Kathleen McArthur

Lead inspector

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