

Stanley Grove Primary and Nursery School

Aberford Road, Stanley, Wakefield, WF3 4NT

Inspection dates 16–17 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires Improvement	3
Achievement of pupils		Requires Improvement	3
Quality of teaching		Requires Improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement because, over time, pupils' progress across year groups and subjects has been inconsistent. For some pupils, progress in Key Stage 2 is too slow.
- Pupils do not make consistently good progress in mathematics. This is because not all teachers' subject knowledge is strong and some pupils' mental arithmetic skills are not good enough.
- Newly appointed subject leaders have not yet had sufficient time to have the impact on teaching quality intended.
- Teaching is not promoting consistently good progress in all classes.
- Teachers do not always provide specific enough feedback to pupils, both verbally and in writing, on how to improve their work, particularly in mathematics. Pupils are not always given enough time to reflect on their learning.
- Pupils sometimes have to wait too long for a teacher to check their work before they can move on to the next stage. This slows their progress.
- Teachers' expectations of what pupils can achieve are not always high enough. For some pupils, work is too easy, which means that they are not always fully engaged throughout the lesson.

The school has the following strengths

- Provision for children in the Nursery and Reception classes is well planned, enabling them to develop curiosity and independence. Both indoor and outdoor provision offer children variety and challenge. The effective teaching of early literacy and numeracy skills prepares children well for work in Year 1, so that they are able to make good progress by the end of Year 2.
- Pupils' behaviour is good in and out of the classroom. Pupils are well cared for and feel safe and secure in school.
- Leaders, including the governing body, are tackling weaknesses effectively, with the result that the quality of teaching, pupils' progress and behaviour are improving.

Information about this inspection

- During the inspection, 16 lessons, and parts of lessons, were observed by inspectors. All teachers were observed at least once and one lesson was observed jointly with the deputy headteacher.
- Meetings were held with groups of staff, pupils, parents, three members of the governing body and a representative from the local authority.
- Inspectors took account of the responses to 12 staff questionnaires. They considered information from previous school surveys carried out with parents and pupils and the responses of 26 parents to the online questionnaire (Parent View).
- The inspectors reviewed work in pupils' books and listened to pupils read. They observed pupils moving around inside and outside the school and at different times in the day.
- Inspectors observed the school's work and considered a number of documents, including the school's own evaluation of its performance, the school improvement plan, minutes from governors' meetings and local authority reports of the school.

Inspection team

Helen Gaunt, Lead inspector

Additional Inspector

Sheila Kaye

Seconded Inspector

Full report

Information about this school

- This is a smaller than average-sized junior school.
- The proportion of girls is above the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from armed services families and those known to be eligible for free school meals) is well below average.
- The vast majority of pupils are of White British heritage.
- The proportions of pupils supported at school action and also at school action plus or with a statement of special educational needs are well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Up until August 2012, the school had experienced a long period of staffing instability. Staffing is now stable and, over the last 18 months, a number of changes have been made to leadership roles within the school.
- The school works in partnership with a pyramid of schools including a number of primary schools and the secondary, Outwood Grange Academy.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - teachers' marking and feedback provides specific advice to individual pupils so that they know exactly what to do to improve their work and they are given time in lessons to reflect on their learning
 - the level of challenge and expectations of what pupils can achieve are always high in lessons
 - more opportunities are provided for pupils to learn on their own, so that they are less reliant on adults telling them when to move on to the next stage of their learning
 - subject leaders are provided with more opportunities to observe and judge the quality of lessons
 - the best practice demonstrated by teachers is consistent across all classes.
- Accelerate the progress made by pupils in Key Stage 2, particularly in mathematics, by:
 - setting specific and individual learning targets for all pupils in mathematics
 - continuing to develop all pupils' mental arithmetic skills
 - providing teachers with more training to improve their subject knowledge in mathematics
 - ensuring that all teachers take every opportunity to promote numeracy in all subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because, over time, pupils' progress, particularly in Key Stage 2, has been below national averages. This is because teaching quality has been inconsistent and because some groups of pupils have made slower progress than others. The school's data and other findings from this inspection show that the progress made by all groups of pupils is improving. However, more needs to be done to close gaps in knowledge, skills and understanding.
- Over time, attainment at the end of Year 6 has been average in reading and writing and below average in mathematics. Given that many pupils have started Year 3 with average or above average levels of attainment, this indicates slow progress across Key Stage 2.
- In Key Stage 2, in 2013, a much higher proportion of pupils made average or better progress in their writing, the proportion making expected progress in reading was average and the proportion that made expected progress in mathematics was below average because some teachers' skills are stronger in literacy than they are in mathematics.
- Until 2012, the proportion of pupils making average progress and the proportion making good progress had been below that of their peers for pupils with special educational needs and those known to be eligible for free school meals. However, expert action taken by the inclusion manager and senior leaders has identified precisely the support that individual pupils need to overcome previous underachievement. There are already clear indications that this provision is improving pupils' basic skills and confidence to use these in the classroom and that they are making progress similar to other pupils.
- Children join the Nursery and Reception classes with skills that are often well below those typical for their age. They develop the confidence to become independent learners because there is a good balance between adult-led and self-selected activities. Teachers take every opportunity to promote the development of reading, writing and mathematical skills and, as a result, the majority of children are ready for the challenges of Year 1.
- Standards at the end of Year 2 are consistently at or above those expected for the pupils' age and in 2013 overall attainment was above average. Results from the phonics assessment, which measures how well children know the sounds that letters make, are consistently above the national average.
- Reading is promoted well in the school, following a rigorous review of provision and resources. Pupils read regularly and this, together with improving provision for teaching about letters and sounds for younger pupils, is accelerating their progress and enjoyment of reading
- Inspection evidence indicates that the most-able pupils make progress in line with others.
- Pupil premium funding has been targeted to support the learning and attendance of the small number of pupils for whom it is intended. Consequently, the attainment of these pupils is usually in line with their peers in English and mathematics. All of these pupils are placed on individualised interventions to accelerate their progress, demonstrating the school's commitment to providing equal opportunities.
- Primary school sports funding is used effectively. Specialist trainers and coaches have been employed to train all teachers to ensure high quality physical education teaching. More equipment has been purchased and the outdoor environment has been very well-developed to encourage high levels of participation in sport and outdoor play. The school has continued to work in partnership with other local schools to enhance opportunities for children to take part in sport and games. Pupils are very positive about these opportunities.

The quality of teaching

requires improvement

- While teaching requires improvement, the majority is good and there are increasing opportunities for staff to enable them to become more effective. In mathematics, there is too

much teaching that is not good and does not allow pupils to make fast enough progress.

- Where teaching requires improvement, this is often due to work being too easy or because pupils have to wait too long for a teacher to check their work before they can move on to the next activity. In these instances, pupils' concentration lapses and progress slows noticeably.
- Not all teachers' subject knowledge is strong enough in mathematics. Sometimes teachers' explanations and methods do not help pupils to master their learning and some teachers do not focus sufficiently on the development of pupils' mental arithmetic skills.
- All teachers check and mark books regularly. In writing, they also check that pupils have followed their advice. This practice is not consistent across all classes, and in mathematics pupils are not given clear advice on how they can improve their learning. In some mathematics lessons, teachers miss opportunities for consolidating learning.
- In lessons where teaching is good, teachers have assessed their pupils' needs well and plan activities that allow groups of learners to work at their own best rate with increasing independence. Three children in a Reception class made outstanding progress in speaking and listening because the teacher pitched at just the right level of challenge to bring them success.
- The majority of teaching assistants make a strong contribution to building pupils' confidence and supporting their learning. Individual support and intervention is increasingly helping pupils to overcome specific learning difficulties and make progress in line with others in their class.
- Teaching in the Nursery and Reception classes is strong and adults provide a wide range of learning opportunities, both inside and in the outdoor environments. This enables children to develop curiosity and the confidence to find out for themselves. There is up-to-date assessment of children's learning and their emerging needs.

The behaviour and safety of pupils are good

- Pupils show a good enthusiasm for learning, even when they have to sit and listen to lengthy explanations, because they want to please their teachers. They work well together in pairs and small groups and are sometimes able to accelerate each other's learning through this cooperative approach.
- Good pastoral care from staff gives pupils the confidence to offer answers and ask questions in lessons, which improves their understanding.
- Procedures for managing behaviour are consistently well managed by all staff.
- Around the school and in the playground pupils behave well and manage their playtimes well. Children of all ages can be seen playing games together during breaks and lunchtimes. They are supportive of one another.
- Pupils say that bullying rarely happens, and that when it does staff take it seriously and action to deal with it is swift and effective.
- The school's comprehensive records show that behaviour over time is good and has improved over the past two years. Pupils confirmed this in their discussions with inspectors. There are rarely any serious incidents of misbehaviour leading to exclusion.
- Pupils say they feel safe in school and know where to go for help. They have been well taught to recognise bullying behaviour and the dangers of the Internet. Older pupils were able to explain about cyber-bullying and again, had strategies for dealing with this.
- Parents are very positive about the school, say their children feel safe and are well cared for. A very small number of parents who responded to the online questionnaire, Parent View, said the school did not respond well to their concerns. Inspectors talked to a number of parents and looked at parental feedback to the school's own questionnaires but found no evidence to support this.
- Attendance is average overall and has improved over the past three years. However, attendance is below average for some groups of pupils. The school works hard to support families of pupils whose high level of absence is affecting their achievement. These measures are starting to impact positively on their attendance.

The leadership and management are good

- Leadership is ambitious and determined in its drive to move the school to good. Self-evaluation is accurate and action plans are focused on priority areas for improvement. Consequently, the school is improving in important respects. Given this track record, allied to strong governance, the school is demonstrating that it can improve further.
- The headteacher and governing body are drawing on local networks and known strengths within the staff to take the school forward.
- Improving the quality of all teaching at least to good is the key priority and actions to achieve this are already having a positive impact. Having made improvements to the teaching of reading and writing, the school has already started on its journey towards ensuring that provision in mathematics is equally strong.
- Data provided by the school shows that the progress being made by pupils in all years is beginning to accelerate. There is a strong focus on ensuring that all groups of pupils make equally rapid progress in all years.
- The leadership structure has been reviewed and this is accelerating improvement through the implementation of new roles and responsibilities. Other staff have welcomed new roles and responsibilities and are convinced that senior leaders' ambition for a good school is achievable within a short timescale. The strong team ethos that is developing is giving teachers and teaching assistants the confidence to take on new challenges. Newly appointed subject leaders are not yet fully effective and require training to develop their lesson observation skills further. They are enthusiastic about their new roles.
- Performance-management systems are rigorous and staff are aware of their targets for the coming year. They welcome these and the related professional development opportunities with which they are provided.
- The curriculum effectively promotes the development of pupils' spiritual, moral, social and cultural development. There is a strong focus on continuity and progression in the development of literacy skills.
- Provision for pupils who have special educational needs and those who are known to be eligible for pupil premium is improving through more rigorous assessment and planning for their needs. All pupils have increasing equal opportunities to succeed. The headteacher and senior leaders have moved quickly to assess pupils' needs, plan appropriate interventions to improve pupils' basic skills and organise training for teaching assistants.
- The school engages well with parents and provides numerous opportunities for them to come into school and look at their child's work. Parents welcome these opportunities.
- The local authority has provided good support for the school during a period of instability.
- **The governance of the school:**
 - The governing body keeps a watchful eye on the school's performance. Governors helped to steer the school through a difficult period for staffing. They are provided with a wealth of information by school leaders and have a clear understanding of the strengths and areas for improvement of the school. They undertake appropriate training to keep themselves up to date. Governors contribute well to the school's own evaluation of its performance and the production of the school-development plan. They use their knowledge to hold leaders to account for the performance of teachers and ensure that pay is linked to performance. The governing body fulfils its statutory duties, including ensuring that safeguarding procedures comply with national requirements. Governors contribute effectively to decisions about how the pupil premium funding is spent and evaluate how effectively spending is impacting on raising the achievement of eligible pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108162
Local authority	Wakefield
Inspection number	429546

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	183
Appropriate authority	The governing body
Chair	Kath Webster
Headteacher	Joanne Frost
Date of previous school inspection	13 June 2012
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