

Stanley Grove Primary (J and I)

Inspection report

Unique Reference Number	108162
Local Authority	Wakefield
Inspection number	288035
Inspection dates	1–2 May 2007
Reporting inspector	Gill Hepworth

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 on roll	
School	182
Appropriate authority	The governing body
Chair	Mrs K Webster
Headteacher	Mrs D Hollas
Date of previous school inspection	8 October 2001
School address	Aberford Road Stanley Wakefield West Yorkshire WF3 4NT
Telephone number	01924 303805
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This semi-rural school serves an area of mixed housing with some socio-economic disadvantage. It is a popular school and over subscribed in some year groups. The majority of pupils are of White British heritage; a below average proportion are from minority ethnic backgrounds. Eligibility for free school meals is low. The proportion of pupils with learning difficulties and/or disabilities is broadly average, as is the number with statements of special educational need. There has been a number of new staff appointed recently. The school is an Investor in People and an Investor in Pupils and holds the National Healthy School Standard and the Basic Skills award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school where pupils achieve exceptionally well. Pupils get off to an excellent start in the Foundation Stage because both the teaching and provision are outstanding. Pupils continue to make rapid progress throughout their time at the school because they receive a very high quality education that is planned to meet the needs and interests of all the pupils. As a result, standards are consistently above average at the end of Year 6. Parents are overwhelmingly positive about pupils' progress. Parents say, 'we could not have wished for a better start for our children.'

The school's success owes much to the headteacher. Her committed leadership and shrewd management ensure that the pupils receive the best possible educational opportunities. Her extremely high expectations set the standard for her staff team. A number of staff are new to the school and relatively inexperienced, but outstandingly effective systems ensure that teaching and learning are outstanding. Pupils say that 'teachers make it fun for the children'. Planning is firmly based on information from the school's excellent assessment of pupils' achievement, both in terms of their personal and academic progress. This means that pupils are constantly challenged at levels that take account of their previous learning and enable all pupils to progress at a fast pace.

The school shows outstanding levels of care for all pupils. Pupils say they feel cared for and safe in school, as a result of the very positive relationships they have with the staff and each other. The excellent curriculum makes a very strong contribution to pupils' personal development, which is outstanding. Pupils say that 'linking all the subjects together is the best thing'. They willingly take part in the wide range of extra-curricular clubs offered to them, which add to their enjoyment of school. This is reflected in the good levels of attendance. Pupils are particularly good at taking on responsibility. Older pupils are mature and enjoy acting as 'Befrienders' to those who are younger or more vulnerable.

The personal development and well-being of pupils are outstanding. Pupils are confident and develop highly motivated attitudes to school life. Parents explain, 'It is so reassuring to know that our children love going to school.' Pupils learn to lead healthy lifestyles through regular exercise and an excellent understanding of the need for a healthy diet. They know that their opinions and efforts are valued. They acquire a good understanding of working together and are well prepared to move on to the next stage of their education.

The school has a more modest estimate of some aspects of its provision because of the exceptionally high standards it sets itself. Continual improvement, resulting in consistently good academic standards and excellent personal development demonstrate that the school has outstanding capacity to improve.

What the school should do to improve further

There are no significant issues beyond those already identified in the school development plan.

Achievement and standards

Grade: 1

Children enter the Foundation Unit with attainment that is just below that found nationally. They achieve extremely well during their time in the Foundation Stage and by the time they enter Year 1, most attain the goals children are expected to reach and some exceed them.

Pupils, including ethnic minority groups and those with learning difficulties and/or disabilities, continue to make excellent progress throughout the rest of the school, so that by the end of Year 6, standards are above average. Almost half the pupils exceed nationally expected levels in English and mathematics and two thirds in science, as seen in the 2006 national test results. This has been consistent over the last five years, except for 2005 when the school predicted a dip because of the number with learning difficulties and/or disabilities in that particular year group. The school sets and often exceeds its challenging targets.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding including their spiritual, moral and social development. Pupils enjoy their time in school as is shown by their excellent behaviour; their ability to work well together and the excellent way they care for others. From an early age they are able to work independently. Pupils are respected and nurtured by all. They think it's good being a pupil at this school because it's 'a fun place to learn and everyone is kind and helpful'. They are proud of their own achievement and keen to share their success with others. Their enthusiasm about school is reflected in their good attendance levels. They have an excellent understanding of the importance of healthy eating and exercise. They eagerly take part in a range of sports and enjoy the well organised activities at playtimes. Pupils are developing into good citizens with older pupils accepting responsibilities and carrying out duties sensibly. For example, school councillors are enthusiastically helping to improve the school environment.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. All teachers show the same level of conscientious planning based on careful assessment of pupils' work. This systematic approach is reflected in the excellent progress made by all pupils. By Year 6, pupils are justifiably proud of their work, 'because it is neat and we take a lot of care of our books'. Teachers' excellent subject knowledge gives confidence to their teaching and a simple system of 'thumbs up or down' involves pupils in showing whether they have understood new concepts or not. In most lessons, pupils have time to discuss with a partner and this sparks some good contributions such as working out a formula to solve specific mathematical problems. Teaching assistants have a very good level of expertise and they support pupils extremely well in lessons. High expectations are very evident in the marking of pupils' work.

Curriculum and other activities

Grade: 1

The school provides an exceptionally high quality curriculum. The excellent provision for Foundation Stage children ensures that they have a strong basis to build on. Working closely together, staff throughout the school constantly review and adapt the curriculum to suit the needs of the pupils. They continually search for fresh ways to make activities exciting and relevant, particularly through real-life investigations in subjects like science. Curriculum areas are linked well together so that learning opportunities are maximised. For example, pupils use their writing skills and develop art techniques when they learn about specific periods in history,

such as the Tudors. An excellent range of extra-curricular activities, trips, visits and visitors to the school further enhances the repertoire and variation in learning for pupils.

Care, guidance and support

Grade: 1

Systems to support and guide pupils, including those who are vulnerable or who have learning difficulties and/or disabilities, are outstanding. The school has the capacity to cope successfully with a wide range of needs and abilities. The achievement of all pupils is carefully tracked and checked so that any underachievement is quickly identified and strategies put in to sort out problems quickly and effectively. As a result, the number of older pupils needing extra help is low. Rigorous procedures to monitor the school and its work make it a safe and accessible place for all learners. The school takes careful account of any issues raised by parents. Systems to safeguard pupils' welfare are strong.

Leadership and management

Grade: 1

Outstanding leadership and management ensure pupils' excellent achievement. All future plans arise from stringent checking and evaluating all aspects of the school's work. The school development plan is sensibly organised to focus on specific projects. While most of these are initiated by the senior management team, other staff are drawn in as needed so they, too, gain management experience. Effectiveness at all levels is measured and action taken as required, such as focusing one day a week on problem solving in mathematics. This ensures continuing high standards and achievement. The appointment of a business manager has enabled the headteacher to focus firmly on assessment and standards and to demonstrate outstanding practice through her own teaching. Meticulous checking of teaching quality and assessment of pupils' progress ensure that recommended improvements are carried out. This is why, even with several staff new to the school and fairly new to teaching, there is such consistency in provision. Governors give outstanding support and see themselves as 'very critical friends'. Absolute attention to detail is what makes this school work so well; consequently, it offers outstanding value for money.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school and for being so kind and polite. I enjoyed having the chance to talk with some of you about what it is like to be a pupil at Stanley Grove. I do agree with you that it is a friendly place. I had a very busy time talking to everyone and watching you learn.

Here are some good things I found out.

- Your school is outstanding and I know that you agree because you told me how much you like going to school.
- You work well together and are good at taking on responsibilities.
- You behave well in lessons and around the school.
- The adults take very good care of you and you know who to go to if you need some help.
- The teachers are very good at making sure that you do really well in your lessons.
- The work in your books is much better than that found in most other schools.

You have an excellent headteacher who, together with the staff, has worked hard to make the school very successful. They have already identified what needs to happen to ensure your school continues to go from strength to strength. I am sure you will all continue to work hard to keep Stanley Grove an outstanding school.

My very best wishes for the future.