



# Stanville Primary School

## Inspection Report

**Unique Reference Number** 103257  
**LEA** Birmingham  
**Inspection number** 276877  
**Inspection dates** 7 November 2005 to 8 November 2005  
**Reporting inspector** Ian KnightRISP

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

|                                    |                    |                           |                       |
|------------------------------------|--------------------|---------------------------|-----------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Stanville Road        |
| <b>School category</b>             | Community          |                           | Birmingham            |
| <b>Age range of pupils</b>         | 3 to 11            |                           | West Midlands B26 3YN |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 0121 4642322          |
| <b>Number on roll</b>              | 220                | <b>Fax number</b>         | 0121 4642531          |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Ms Melanie Ashley     |
| <b>Date of previous inspection</b> | 18 September 2000  | <b>Headteacher</b>        | Ms Sue Middleton      |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
| <b>Age group</b><br>3 to 11 | <b>Inspection dates</b><br>7 November 2005 -<br>8 November 2005 | <b>Inspection number</b><br>276877 |
|-----------------------------|---|------------------------------------|

---

© Crown copyright 2005

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This average sized school serves an area of considerable social disadvantage. Almost all the pupils are white British, with small, but increasing, numbers of pupils of Asian, African, Caribbean backgrounds or of mixed heritage. Twenty two pupils are at early stages of learning English. The proportion of pupils with learning difficulties and disabilities, including those with statements of special educational need, is high. Large numbers of pupils join and leave the school other than at the usual times.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

The school judges its own effectiveness as satisfactory, but inspectors find it is good, providing good value for money. Children enter the school with limited social and communication skills. Good teaching in the Nursery and Reception set the foundations for future learning well. Good, well informed teaching continues through the school so that all groups make good progress overall. As a result standards are broadly average by Year 6. Pupils do particularly well in English but could achieve even better in mathematics. The school's aim to do the best for each pupil is reflected in the outstanding care, guidance and support it offers, as well as the good progress that pupils make. Pupils progress particularly well in their social skills and personal development. On entry they are restless, noisy and find concentration difficult. Behaviour in lessons improves as they grow older, although a few pupils find conforming especially difficult. The school enables all pupils to make an outstanding contribution to the school community, for example, as peer mediators, supporting others to sort out their difficulties. The leadership team have complementary skills and work together well to promote improvement. Most parents agree that the school is doing a good job, although a few have justifiable concerns about the behaviour of a handful of pupils.

The school checks regularly on how well it is doing and is successful in making improvements where they are needed, which show it has a good capacity to improve further.

**Grade: 2**

## **Effectiveness and efficiency of boarding provision**

### **What the school should do to improve further**

- improve pupils' achievement in mathematics, particularly their understanding of basic ideas, and their skills in using what they know to solve problems.

## **Achievement and standards**

When children enter the Nursery their social and communication skills are considerably lower than normally found. During their time in Nursery and Reception they make good progress, especially in these areas, but still enter Year 1 with limited skills and understanding.

Whilst pupils make good progress in Years 1 and 2 the standards that they reach are still low at the end of Year 2. However, the secure base of skills and good attitudes of the younger children is successfully built on in Years 3 to 6. By the end of Year 6 pupils are achieving above average standards in English. Standards in science are broadly average and are improving. Standards in mathematics are broadly average

but are not showing the same improvement. The school sets very challenging targets for progress throughout the school based on very good records of pupils' performance. The vast majority of pupils make at least the targeted progress each year and achievement is good. However, it is notable that progress in mathematics, whilst good, is not as fast as in English. The main reason for this is the lack of opportunity for pupils to develop their understanding of the basic ideas or to use what they know to solve mathematical problems. Pupils with learning difficulties and disabilities or those who speak English as an additional language are subject to the same rigorous targets and also largely achieve them. Substantial numbers of pupils join the school later than usual but the school's good systems for supporting them ensures that they make the same progress as their peers.

**Grade: 2**

### **Personal development and well-being**

Most pupils have very good attitudes to learning, strongly supported by their involvement in many aspects of daily life. They really enjoy their lessons, as shown by their response to teaching. Attendance is improving and is now satisfactory.

Behaviour in lessons and around the school during the inspection was always good. However, it is clear from records kept at the school, and the concerns of a few parents, that there are instances of poor behaviour by a few pupils, particularly during times when supervision is difficult. The school's records show that these incidents are dealt with rigorously and promptly and pupils agree this is the case.

The progress from Reception to Year 6 in pupils' social development is outstanding. Pupils' ability to work collaboratively and get along in groups improves noticeably year on year. Cultural development, particularly in learning to respect and acknowledge the background and beliefs of others, is also strong.

Many pupils have begun to develop a good understanding of healthy living and are adopting good practices. Their contribution to the community is outstanding. Many pupils undertake demanding roles in the school, for example, as highly effective peer mediators. Some are also involved in the wider community, for example, doing gardening for elderly people.

**Grade: 2**

### **Quality of provision**

#### **Teaching and learning**

Teaching is good throughout the school. Good teaching was observed in almost every class and examples of outstanding teaching were seen in several. In Nursery and Reception a good balance between activities led by adults and those chosen by

the children ensures outstanding progress in children's social skills.

The best teaching includes:

- clear planning based on the good curriculum and an assessment of the needs of individuals
- tasks closely matched to the needs of all individuals in the class, including those with learning difficulties and disabilities or English as an additional language
- lively teaching that maintains the momentum of pupils' learning
- a focus on understanding the key ideas in each subject
- discreet management of behaviour, maintaining a brisk pace and keeping pupils engaged
- good contributions by teaching assistants.

The features above were evident in most lessons seen. However, in some mathematics lessons teaching focuses on routine practising of tasks rather than making sure that pupils gain a clear understanding of the basic ideas. This means that pupils do not always understand how to use what they have learned in new situations. This is the main factor that limits pupils' achievement in mathematics.

**Grade: 2**

### **Curriculum and other activities**

The curriculum is broad and balanced throughout the school. In Nursery and Reception the emphasis is rightly on developing the social and learning skills that children need to make good progress. Healthy life habits and safety are prominently featured in the curriculum. It is very well supported by extra activities, including a rich variety of visitors, trips out of school, clubs and other activities.

Pupils with learning difficulties and disabilities are supported very well by a strong learning support team and are given tasks and activities suited to their capabilities.

Pupils with gifts or talents are provided with enrichment activities outside of lessons.

**Grade: 2**

### **Care, guidance and support**

Considerable care and attention is given where there are any concerns about pupils. Where this involves the handful of pupils whose behaviour is particularly challenging the school does everything it can to protect the majority while offering appropriate support to the offenders.

The staff know the children very well and are wholeheartedly committed to ensuring their health and welfare. Procedures for child protection are well established and understood by all adults in the school. Supervision of the pupils during the school day is very good. The school also provides areas and activities for pupils who wish to have a more sheltered environment at break times enabling them to progress in

their personal development at their own pace.

There are exemplary systems for tracking pupils' progress. Any pupils who are at risk of underachieving are quickly identified and supported by a wide range of successful activities to bring them back on track. There are outstanding opportunities that enhance pupils' personal development and encourage pupils to take up responsibilities to serve both the school and the outside community.

**Grade: 1**

## **Leadership and management**

The senior leadership team and staff are largely successful in their aim to create an harmonious learning community in which all pupils achieve their potential. All classrooms reflect the good support pupils are given to enable them to benefit from all that the school has to offer. Liaison with outside agencies is highly effective in supporting the school's efforts. The focus on achievement, both academic and in personal development, ensures that learners are set rigorous targets and that they are largely achieved.

The school evaluates its own performance well, mainly through the detailed scrutiny of pupils' test results. Regular and careful checks make sure that pupils make good progress. The regular observation of lessons is less well developed but still effective in identifying and sharing good practice. Subject leaders have a clear understanding of the needs of their subjects through their checks of what is working well and what needs to be improved. Planning for the school's further development is sound and based on consultation with parents and with pupils through the school council. The priorities identified are entirely appropriate, for example, to improve target setting to raise standards. Weaknesses of such planning are that it only covers one year and that the governing body is not involved early enough in its construction. As a result long term planning, that takes account of possible changes in the school's make up, is at best informal.

The setting of rigorous targets for improvement, checks on progress towards these and the subsequent improvement, show that the school has good capacity to improve further.

**Grade: 2**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   | NA |
| The quality and standards in foundation stage  | 2   | NA |
| The effectiveness of the school's self-evaluation  | 2   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 2 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 | NA |
| The behaviour of learners   | 3 | NA |
| The attendance of learners  | 3 | NA |
| How well learners enjoy their education   | 2 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 2 | NA |
| The extent to which learners make a positive contribution to the community                                    | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 1 | NA |

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

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 1   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly when we visited your school. We really enjoyed watching you learn and chatting with you around the school. Thank you for helping us when we looked lost! We are writing to let you know what we found out about the school.

What we liked most

- you learn well in school because your teachers make sure that what they ask you to do is hard, but not too hard
- almost all of you behave well and this makes it easier for your teachers to teach you
- a few of you find behaving well really hard. You told us that you think teachers deal with bad behaviour well, and we agree
- your teachers do their very best to care for you and keep you safe.

What we have asked your school to do now

- help you to do even better in mathematics, particularly in understanding the ideas, and using your skills to solve problems. How you can help
- you can help by trying really hard in mathematics lessons, even if they seem a bit different to how they've been before. We hope you carry on learning as well as you do now, and wish you all success in the future.