

Stanville Primary School

Inspection report

Unique Reference Number	103257
Local Authority	Birmingham
Inspection number	323784
Inspection dates	16–17 October 2008
Reporting inspector	Brian Holmes

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	215
Government funded early education provision for children aged 3 to the end of the EYFS	25
Appropriate authority	The governing body
Chair	Ms M Ashley
Headteacher	Ms S Middleton
Date of previous school inspection	7 November 2005
Date of previous funded early education inspection	NA
School address	Stanville Road Sheldon Birmingham West Midlands B26 3YN
Telephone number	0121 464 2322
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Stanville is an average-sized primary school with an Early Years Foundation Stage (EYFS) covering Nursery and Reception aged children. Many children who attend the Nursery leave at the end of the Nursery Year to go to the Reception class in other schools. Most of the pupils are White British with an increasing number of pupils from different cultures and minority ethnic backgrounds. The proportion of pupils who are eligible for free school meals is well above the national average. The proportions of learners with learning difficulties and/or disabilities and those with statements of special educational needs are both well above the national average. There is a privately run pre-school on the school site.

The school has achieved the Artsmark Award, the Healthy School's Award, the Activemark, the Sustainable Schools Award and the Impetus and Eco Tech Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It has outstanding features in pupils' personal development and well-being and its provision for pupils' care, guidance and support. A large number of the pupils have complex needs which the school meets extremely well, as was commented on by parents. Parents and pupils are both extremely enthusiastic and supportive of the school's work. As several parents commented, 'The school is a family with a warm, welcoming atmosphere and friendly approachable staff.' This togetherness was seen in the excellent relationships between adults and pupils and in the pupils' outstanding behaviour. The school's work in partnership with others to support pupils' well-being, for example with the local church and other schools, is excellent. The leadership of the headteacher is outstanding and she is supported well by the deputy headteacher. Together they have set a clear direction, with the senior leaders, to enable all pupils to achieve well in their learning and reach high standards in their personal development and well-being. 'My children have gained emotionally and socially', commented one parent.

Pupils have an excellent understanding of how to live healthily and stay safe. Many take regular exercise through the 'Trim Trail' and by working closely with the adult sports leaders. Their enjoyment of school is seen in their exemplary behaviour, their excellent attitudes to learning and their enthusiasm for the wide range of activities on offer, such as the visit to the forest school and the musical activities provided for them. However, pupils' attendance is satisfactory. They make an outstanding contribution to the life of the school and the wider community. They act as peer mediators in the playground, work on the school garden and recycling projects and link closely with other schools and local people. Their good achievement and the excellent opportunities they are given to develop work-related skills through working in teams on schemes such as the Playground Project mean that they are exceptionally well prepared for the next stage of their education and adult life.

Children enter the school with very low levels of skills for their age. In the EYFS they make good progress although the standards they reach by the end of Reception are still well below average. By the end of Year 6, pupils reach standards that are similar to the national average because of the good progress they make throughout the school. However, the rate at which pupils learn to read and write in Years 1 and 2 is too slow, with pupils not having enough opportunities to practise their writing skills. The school has taken steps to increase the rate of progress in reading and writing in this age group but it is too early to assess the impact of this work. Pupils achieve well because of good teaching and learning and curricular provision. Pupils really like their teachers and enjoy their lessons. Learning targets are used effectively to help pupils know what they are aiming for. The well planned curriculum provides pupils with a wide variety of interesting and exciting activities in which they participate well.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for the youngest children is good because it is well planned, and well led and managed, with all staff working together. Children's personal, social and emotional development is outstanding. Excellent relationships and high quality care

contribute to a very positive start for the children and foster their personal development extremely well.

Carefully planned induction arrangements and effective links with parents enable both Nursery and Reception children to settle easily into school routines and to feel very safe and secure. Parents too praised the school for this. As a result of these good arrangements, children make good progress in a warm, welcoming and happy setting that helps them enjoy their learning. Teachers are well supported by teaching assistants and this contributes to good teaching and learning. All staff know the children well and regular assessment is used effectively in their planning to meet individual children's needs. Children enjoy the wide range of stimulating activities prepared for them. Staff place a good emphasis on activities that allow children to explore and investigate, and these are balanced with carefully chosen activities led by adults. However, the use of the outdoor area is not sufficiently targeted and supported for learning in all areas of the EYFS curriculum. Strategies to raise standards are having a significant impact on promoting language development and early literacy skills. By the time they enter Year 1 all children have made good gains in all areas of learning given their low starting points. However, very few reach the nationally expected standards.

What the school should do to improve further

- Improve the rate of pupils' progress in reading and writing in Years 1 and 2 by providing pupils with more opportunities to practise these skills.

Achievement and standards

Grade: 2

Pupils' achievement in Years 1 to 6 is good, and by the end of Year 6, pupils reach standards that are broadly similar to the national average. The school has identified the need to accelerate pupils' progress in Years 1 and 2 in reading, writing and mathematics to raise standards and achievement. The 'Every Child Counts' initiative has already improved pupils' progress in mathematics in Year 2. Steps taken to improve progress in reading and writing by providing pupils with more opportunities to practise their skills are at an early stage of development and have not had time to have had the same effect on pupils' achievement. Throughout the school, rigorous systems for checking and tracking pupils' progress are used well by teachers to check performance and target additional support for pupils who are underperforming. Pupils with learning difficulties and/or disabilities, and those pupils with English as an additional language, achieve well because of the good levels of targeted support they receive in lessons.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Their excellent social development is seen in their contribution to the life of the school and the community through the many opportunities they are given to take responsibility and make decisions, for example, their roles as school councillors and as prefects. They are confident that the school keeps them safe, and that the few instances of bullying are dealt with fairly by staff. Attendance has improved and is satisfactory. The school

is working hard to eradicate the poor punctuality and attendance levels of a few families and to reduce the number of families who take holidays during term-time. Pupils' enjoyment of school is reflected in their support for the wide range of activities on offer and their high levels of concentration in lessons. A strength of the school is the way pupils are polite and respectful to adults and each other, as seen in the excellent relationships and positive attitudes of all pupils. Pupils act as buddies to each other in the playground and look after each other with great care. Through all the activities they take part in, pupils are developing into sensible and responsible young citizens.

Quality of provision

Teaching and learning

Grade: 2

Teachers enjoy very good relationships with their pupils and manage them well. They plan well to meet the needs of the wide range of abilities in each class, although the level of challenge for more able pupils is not always consistent. Good practice was seen in Year 4, when more able pupils were challenged to select specific information from a national newspaper. Teachers use a good variety of practical approaches to stimulate pupils and make their learning interesting. Pupils work well together as 'talk partners' and in small groups on independent activities. Marking is regular and, where good, makes clear to pupils what to do next to improve. The learning mentor and teaching assistants work very effectively in classrooms with targeted groups of pupils to provide good levels of support for their learning and personal development.

Curriculum and other activities

Grade: 2

The curriculum is well organised and well matched to pupils' abilities. Initiatives to improve achievement in mathematics in Years 1 and 2 are having a positive effect. The school has recognised that the curriculum in this age group needs to provide pupils with more opportunities to improve their reading and writing skills. Pupils learn through a wide range of activities with outstanding provision of extra-curricular activities and good use of after-school booster classes. Sporting and outdoor activities are promoted extremely well in lessons and during breaks. The range of visits and visitors to the school enriches pupils' cultural experiences. Pupils particularly enjoy the art lessons taken by visiting artists. Opportunities for pupils to practise their basic reading, writing and mathematics skills through other subjects are good in Years 3 to 6.

Care, guidance and support

Grade: 1

The school cares deeply for its pupils, and all members of staff devote additional time and thought to ensuring that procedures for safeguarding and welfare are robust. This results in outstanding care and support, which has a positive effect on pupils' personal development and well-being, and on their learning. Pupils appreciate the lunchtime Buddy Club and excellent before and after school care. The school is leading local schools in the development of the extended schools' provision, which is outstanding. Pupils and parents appreciate the skilful way the school works with

them to promote personal and academic development. Initiatives such as 'Inspire workshops' successfully encourage parents to support their children's education in a positive way. Excellent links with outside agencies ensure that pupils who find learning difficult receive high quality support. Academic guidance is strong. Pupils know their targets and are aware of what they need to do to improve their work.

Leadership and management

Grade: 2

The clear vision and direction set by the senior leadership are shared by all staff and governors. They result in good achievement and outstanding personal development and well-being for all groups of pupils. This common purpose and the school's effective evaluation of its own performance indicate that the school has a good capacity to improve further. The staff work closely as a team with commitment and dedication to continually improve the quality of educational provision. Subject leaders are becoming increasingly adept at improving pupils' rates of progress in English and mathematics. There are thorough systems for checking the performance of pupils and the quality of teaching and learning. However, the school recognises that the use of information from assessments needs to focus on improving pupils' progress in reading and writing in Years 1 and 2. Governors know the school and fulfil their duties well. They are closely involved in checking the performance of the school through their committees and reports from subject leaders. The school makes an outstanding contribution to the promotion of community cohesion. Pupils' outstanding personal development and well-being, and their contribution to the school and the local and wider communities contribute extremely well to their development.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good is the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B



20 October 2008

Dear Pupils

Inspection of Stanville Primary School, Birmingham, B26 3YN

Thank you for being so welcoming and helpful when we visited your school. We thought you were extremely polite and friendly and we enjoyed talking to you and listening to what you had to say. We know you like your school and really enjoy being there. We think that Stanville is a good school with many strengths. These are the main things we found out about your school.

- You make good progress in your work and reach average standards by the end of Year 6, although in Years 1 and 2 some of you make slower progress in your reading and writing.
- Your behaviour is excellent and you look after each other extremely well by being peer mediators and buddies.
- You have an excellent understanding of how to live healthily and how to stay safe.
- You make an excellent contribution to the school and the local community through all the links you have.
- You get on extremely well with all the adults and with each other.
- You really like your teachers and enjoy your lessons and all the activities and clubs provided for you.
- The adults in school look after you extremely well and work hard to help you do your best.

In order to make the school even better, we have asked the staff to:

- help those of you in Years 1 and 2 to make faster progress in your reading and writing.

You can help by continuing to work hard and behaving well.

Best wishes

Brian Holmes
Lead inspector