

# Stanley Primary School

Wordsworth Avenue, Blackpool, Lancashire FY3 9UT

## Inspection dates

3–4 July 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leadership and management across the school are good. Leaders' actions have improved teaching in a wide range of subjects. Leaders, including governors, know the school well.
- Good teaching is ensuring that improvements are sustainable and that pupils make good progress. There are, however, inconsistencies in the teaching of reading and in opportunities for writing in some year groups.
- Staff make sure that pupils use their reading, writing and mathematics skills in different subjects. However, in some year groups opportunities to write at length in some subjects are limited.
- Subject leaders help teachers to focus on developing pupils' specific subject skills. The curriculum provides opportunities for pupils to deepen their knowledge and understanding across a broad range of subjects.
- Children make good progress in the early years. However, at times, staff do not interact with them enough to take their learning further. The outdoor area is not used well for learning.
- Leaders ensure that pupils are safe and that the school site is secure. Pupils know how to keep themselves safe, in and out of school, and online.
- Pupils' behaviour is exemplary. Pupils are mature and reflective, and they thoroughly enjoy school.
- Almost all parents and carers who spoke with inspectors are very satisfied with the school and the progress that their children are making.
- Apart from in geography, leaders have not developed a coherent system to assess pupils' learning and progress in subjects other than English and mathematics.
- The systems for assessing the progress of pupils who have special educational needs (SEN) and/or disabilities lack clarity.

## Full report

### What does the school need to do to improve further?

- Further improve the quality of teaching and pupils' progress across the school by:
  - eliminating the remaining inconsistencies in the teaching of reading
  - ensuring that teachers make the most of opportunities to encourage pupils to write at length in different subjects.
- In the early years, build on the improvements that have taken place already by:
  - ensuring that staff interact more with the children, indoors and out, especially when the children are engaged in independent activities
  - making better use of the outdoor area to promote learning across the early years curriculum.
- Improve the effectiveness of leadership and management by:
  - developing and embedding a coherent system for monitoring and evaluating pupils' learning and progress in subjects other than English and mathematics.
  - clarifying for teachers how to assess the progress of pupils who have SEN and/or disabilities.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- All leaders, including governors, are clear about the school's strengths and areas for improvement. They are also clear about how they and the staff are working together to sustain the improvement that has happened so far.
- Leaders are very determined to do their best for pupils' personal and academic development. All staff share this determination. They work together well to realise it, in year groups and key stages, and as a whole school.
- Leaders' evaluation of the school's effectiveness is accurate and well founded. The areas for improvement are clear. They inform the targets set for teachers as part of the management of their performance.
- The systems to manage teachers' performance are securely linked to salary progression. Staff value the in-school and external training that they receive, which helps them to improve their practice.
- Leaders can articulate clearly how they will sustain the improvements seen thus far. They have high expectations of the staff and the pupils, which are being met well. Having analysed where improvement was needed quickly, leaders focused on two priorities last year – to improve reading and to improve the curriculum. They have done both successfully.
- The leadership teams for reading and mathematics have had a very positive influence on improvement in their subjects. Leaders have made reading central to supporting pupils with writing and with learning in other subjects. As a result, pupils have made better progress in reading this year. Pupils continue to make at least good progress in mathematics.
- The curriculum, which is broad and balanced, is suitably enhanced by an appropriate range of extra-curricular activities, visits and visitors. Leaders have recently changed the curriculum to ensure that skills are given due attention in each subject. Subject leaders have been instrumental in ensuring that this happens. However, apart from in geography, leaders have not developed a system to assess pupils' learning and progress in the wider curriculum subjects.
- Leaders ensure that pupils' spiritual, moral, social and cultural development, and their understanding of British values, are fostered well through the curriculum.
- Leaders use the pupil premium grant effectively to support disadvantaged pupils. They add to the grant from the school's own budget to provide additional help for these pupils and, where relevant, their families. Their actions contribute positively to the good progress that most of these pupils make.
- The funding for pupils who have SEN and/or disabilities is used effectively to support these pupils and enable their good progress. However, the provision has not been well monitored recently, because of gaps in the management of it. Two assessment systems are currently in use that are not fully compatible with each other, meaning that information about pupils' progress is difficult to find. This is confusing for staff.

- The physical education (PE) and sport premium is used effectively to enhance pupils' physical fitness. It is also used to increase the confidence, knowledge and skills of all staff in teaching PE and sport. In response to comments from parents, leaders have used some of the funding to improve resources and engage coaches. This ensures that pupils can keep active at play and lunchtimes, with games and exercises.
- Well-developed systems for transition between year groups and between key stages ensure that pupils start each year confident that their teachers know them and their needs. Units of work linking key stage 2 to key stage 3, for example, in geography, ease transition to Year 7. Overall, pupils leave the school well prepared for their work at high school and beyond.

### **Governance of the school**

- Through planned visits and information that they receive from the headteacher, governors gain a good understanding of the school's strengths and weaknesses. They have supported leaders well in the drive to improve reading and mathematics.
- Governors are passionate about helping the pupils to do well. They seek relevant training, which is helping them to be more active in taking the initiative and challenging leaders to hasten the pace of further improvement.
- All governors understand their responsibilities for safeguarding the pupils. They have received suitable training in child protection and safer recruitment and they comply with the legislation to have police checks.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Safeguarding is strong. Staff are quick to identify pupils in need of support and, where relevant, signpost families to external agencies who can help.
- Staff are well trained and their training is regularly updated. They are fully aware of their responsibility to make sure that pupils are safe. They know how to report any concerns and are vigilant in doing so.
- Safeguarding records are comprehensive and they are kept well. Concerns are followed through with the relevant agencies, so that the best outcomes are achieved for the pupils. All statutory checks on staff, governors, volunteers and visitors are complete and thorough.

### **Quality of teaching, learning and assessment**

**Good**

- The warm, positive relationships that teachers form with their pupils, and the pupils with each other, underpin the good learning that takes place in this school. Teachers have high expectations of their pupils' learning and behaviour. Pupils respond well, with excellent attitudes to learning from early years through to Year 6.
- Teachers use their good subject knowledge effectively to plan learning that, in most cases, challenges the least to the most able pupils. They plan together in year groups

to try to ensure consistency in all three classes. However, that consistency is not always achieved, resulting in some variations in the quality and quantity of pupils' work.

- Teachers ask sensitive, probing questions of all pupils. They do so with an understated humour that elicits deeper responses from pupils, which, in turn, moves learning forward, step by step. Pupils rise to the challenges set, commenting that teachers make learning fun and help them to make good progress.
- Teachers intervene at just the right moment to redirect and reshape learning in response to how well pupils are learning. They do so in different subjects, as, increasingly, they teach the relevant skills associated with each area.
- In mathematics, teachers ensure that pupils think and work logically and methodically. They introduce tasks gradually, ensuring that pupils understand and use mathematical vocabulary in their responses. They move pupils quickly onto reasoning and problem-solving activities, reserving repetitive tasks for gaining fluency in mathematics. They set work that ensures that all abilities achieve well and pupils can learn from each other.
- Reading, including phonics, is mostly taught well. Leaders ensure that staff and pupils see reading as central to supporting and stimulating writing, as well as to learning in different subjects. They encourage pupils to think logically here too, to reflect on what they are reading and writing, and to learn to correct errors themselves.
- Where the whole class reads at the same time, the teaching of reading can vary in its effectiveness. Where adults do not keep a close enough eye on what each group is doing, pupils sometimes become bored and their reading tails off.
- Work linking reading to writing and to extending pupils' vocabulary so that they can write more imaginatively is starting to pay off. Teachers model writing well. They encourage pupils to draft and correct their own work, share their reflections with others and use their writing skills in different subjects.
- Occasionally, in some year groups, the amount that pupils can write in different subjects is restricted by exercises that require only one word or one sentence answers. This is evident in pupils' science and geography books. This prevents pupils from putting their writing skills to good use.
- Homework is set for all year groups. While mostly in English and mathematics, it also covers other subjects and helps pupils to build on the learning that they do in school.
- Teachers help pupils to recall previous learning and use it to help with new learning. Teachers provide effective feedback, in line with the school policy, that shows pupils how to improve their work and think for themselves.
- Teachers are aware of the specific needs of pupils who have SEN and/or disabilities in their class, and they plan their learning appropriately. They are less secure about these pupils' rates of progress. This is because the specific systems for measuring the progress that these pupils make towards their targets are not clear enough.

## Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school is a community where adults and pupils treat each other with respect. Pupils understand the importance of doing so and how it ensures that they are free to learn and develop well.
- Pupils readily accept responsibility, for example as school councillors. They are keen to contribute to the smooth running of the school and they understand the importance of helping others.
- The vast majority of pupils take pride in themselves and in their work. They present their work well, with neat, legible handwriting and a sense of wanting to do better all the time. In a small number of classes, presentation falters when teachers' expectations are not as high, particularly in subjects other than English and mathematics.
- Pupils are taught how to keep themselves safe. They said that 'teachers really help you to be safe'. Pupils know where to seek help and how to help others. They also said that there is always someone to turn to, because all staff care for them.
- Pupils refer to special lessons where aspects of safety are stressed, for example in e-safety, fire safety and 'bikeability'. They understand the importance of the internet restriction policy and how to keep themselves safe online.
- Pupils have a clear understanding of the different forms of bullying. They see the school as a 'bullying-free zone', where bullying ambassadors support other pupils if they have concerns. They said that, should any bullying occur, pupils would know to report it, secure in the knowledge that it would be dealt with swiftly and effectively.
- The 'worry box', where pupils can report any issue confidently, is highly valued. Pupils appreciate knowing that their teacher will take the time to speak to them privately and help them with any concerns that they might have.
- Almost all pupils are confident, self-assured learners. When asked what makes them want to come to school, a typical response was, 'learning things and fun, challenging lessons'. They are very keen to do well.
- Pupils speak confidently about British values, describing, for example, equality, democracy and the rule of law. They know about different faiths. However, despite much learning that takes place in different subjects, they are less secure when talking about different cultures, including those in Britain today.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils understand and appreciate the rules for behaviour. They see them as fair and they said that staff apply them consistently. They also said that staff deal quickly with any problems that arise. Pupils are clear about how good behaviour optimises learning, and about the consequences of poor behaviour.

- Behaviour in lessons is excellent, as it is around the school. This was noted particularly as pupils went off to take part in, and then returned from, sports day and as they lined up at the end of break.
- Pupils move around the building in an orderly, quiet manner, readily holding doors open for each other and for adults. They regularly help each other in lessons and are polite to everyone they meet.
- Pupils also regulate their own behaviour and show how proud they are of their school. Their attitudes to learning are exemplary.
- Attendance is in line with the national average. It has improved steadily in the past three years, during which time the amount of persistent absence has fallen considerably. This reflects the staff's close work with families to impress on them the importance of regular attendance and punctuality.
- Parents and staff also commented on the pupils' excellent behaviour. Parents said that the school is a place where their children are happy and 'come on well'.

### **Outcomes for pupils**

### **Good**

- Staff build well on the good progress that children make in the early years. Pupils, including disadvantaged pupils and those who have SEN and/or disabilities, make at least good progress in key stages 1 and 2. Pupils leave the school well prepared for their work in key stage 3.
- In 2017, pupils' attainment in reading, writing and mathematics combined matched the national average. Their progress was good, significantly so in mathematics. In all three areas, attainment and progress were better than they were in 2016.
- The results of the Year 1 phonics screening check were below the national average in 2017. They are now broadly in line. Pupils who read to inspectors showed good ability to use their phonics skills to read unfamiliar words.
- There is little difference between the attainment of disadvantaged pupils and other pupils nationally by the time that these pupils are in Year 6. Nevertheless, for all pupils, differences in progress remain between classes in some year groups.
- Pupils' enthusiasm for and enjoyment of reading stand out in this school. Pupils enjoy books, visit the library and understand the importance of reading as a tool for learning across subjects. Many are also motivated to read at home, through being rewarded with a 'golden ticket'.
- Pupils, especially the most able, demonstrate good comprehension skills. Using fiction books, they show good ability to read behind the written word to find the hidden meaning an author is conveying. With non-fiction books, they are beginning to separate fact and opinion, a key skill which they are using in history.
- Pupils of all abilities, including boys, enjoy writing because writing is made interesting for them and they build up their skills step by step. Grammar, punctuation and spelling are mostly accurate and sentence structure is secure.
- Under the guidance of their teachers, pupils learn to check and improve their own writing. For example, in Year 1, pupils, with their teacher, reviewed a letter a pupil had

written the previous day. By analysing the teacher's comments and the pupil's own editing, they learned how to write a better letter.

- Stimulating writing activities engage the pupils to write well. For example, linking art and literacy, pupils in Year 6 studied Hokusai's picture 'Waves Crashing' as a precursor to writing haiku poems. They then used their thesauri to find different adjectives, remaining mindful of the number of lines and syllables in such a poem.
- Pupils use dictionaries and thesauri confidently and efficiently, extending their vocabulary and making their writing more engaging for the reader. This, combined with daily writing tasks, is further helping their progress in writing.
- Work in mathematics is highly challenging for the pupils, but they rise to the challenges well and thoroughly enjoy their learning. Pupils of all levels of ability, spurred on by their teachers and other pupils, readily challenge themselves. Bespoke challenges for the most able pupils take their learning much further.
- Pupils give in-depth explanations in mathematics. They think logically, use technical vocabulary well and work methodically. This was evident as they generated facts and questions based on a line graph of the Great Britain performances in the summer Olympics.
- The depth of pupils' understanding was also evident when, given two points on a graph, they had to work out the third point that would give them different sorts of triangles. The in-depth discussion about angles and the properties of triangles showed just how much they understood and how well they could apply mathematical concepts.
- Pupils make good progress in a range of other subjects. Science is a particular strength. In science, pupils learn to work as young scientists, carrying out and, mostly, recording well a range of investigative work.
- Pupils develop and use a good range of subject vocabulary in all subjects. In geography, they can talk about terms related to mapping skills; in music, they refer to tempo and notation, performing and composing.
- Pupils' books also contain some well-developed writing in a range of subjects. Several pieces covering the same theme serve to deepen pupils' understanding and skills in specific subject areas.
- Despite the many strengths, pupils' ability to write at length is sometimes limited. This happens when, instead of writing to show what they have learned, they complete exercises that require only short answers or stick pictures or drawings in their books that have limited space for them to write. At these times, presentation often falters and their otherwise neat, legible handwriting, becomes untidy.

### Early years provision

**Good**

- Reading, writing and number skills are below those typical for the children's age when they start school. Good leadership and effective teaching ensure that children leave Reception having made good progress. Leaders are clear about the strengths and weaknesses in the early years.

- The proportion of children reaching a good level of development across all areas of learning is only just below the national average. Children are prepared well for their work in Year 1.
- Recent training has influenced improvement in indoor learning. Staff plan indoor activities well, with learning clearly identified in each. Children go about their tasks with confidence and enthusiasm. Their behaviour is good and they mostly cooperate well, sharing resources and chatting to each other about what they are doing and learning.
- Working with small groups, staff ensure that children's early reading, writing and number skills develop well. Children proudly show how well they can write their names and use phonics to help them to read simple words. They show how they can count to 50, for example, by selecting the numerals in the correct order on the computer.
- A range of well-planned activities encourage children's learning in other areas too. For example, children play imaginatively in the home corner, dress up and dance in front of a mirror and complete construction models. They happily chat to each other and most play amicably together at these times.
- The outdoor area is underused. It has a range of equipment, mainly aimed at promoting physical development, but none relating to promoting early reading, writing and number skills. Children play happily on the equipment, often challenging each other to do something more difficult.
- When children are part of a focus group, or when they are working individually with a member of staff, adults interact well with them and their learning improves. However, staff do not interact well enough with the children, indoors or out, when the children are engaged in the many other activities set up for them. This means that some key learning and opportunities to extend learning are missed, and the learning that does take place is not assessed or recorded.
- Children's health, safety and well-being are a high priority. Staff ensure that children are safe and well cared for, and they are vigilant in identifying any issues and resolving them. Partnerships with parents are strong. Much is in place to support parents to help their children learn, for example with reading and number.
- Since the closure of the on-site Nursery, children come from several other settings or directly from home. Staff liaise closely with as many settings and homes as possible to ease the children's transition from home to school.
- The pupil premium grant is used effectively to help the relevant children and support them with programmes that help them to catch up with their peers. These children make good progress, although they are still behind other children nationally at the end of the year.

## School details

Unique reference number	131070
Local authority	Blackpool
Inspection number	10042487

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	602
Appropriate authority	The governing body
Chair	Shellie Bee
Headteacher	Craig England
Telephone number	01253 761022
Website	<a href="http://www.stanleyprimaryschool.com">www.stanleyprimaryschool.com</a>
Email address	<a href="mailto:admin@stanley.blackpool.sch.uk">admin@stanley.blackpool.sch.uk</a>
Date of previous inspection	January 2014

## Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils who have SEN and/or disabilities is average.
- Almost all pupils are from White British backgrounds.
- The school meets current government floor standards. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

## Information about this inspection

- Inspectors observed learning in a range of lessons in all year groups and in several subjects, including English and mathematics. The headteacher and deputy headteacher accompanied the lead inspector during visits to some of the lessons.
- Inspectors listened to pupils read in key stages 1 and 2 and held formal and informal discussions with pupils across the school.
- The lead inspector spoke with a consultant who represented the local authority.
- Inspectors held discussions with a range of school leaders, including those responsible for English and mathematics, for the early years and for the provision for pupils who have SEN and/or disabilities.
- Several meetings took place with the headteacher and deputy headteacher about pupils' learning and progress and the quality of teaching.
- Inspectors examined a range of documents, including: records of pupils' attendance and behaviour; the school's checks on teaching and its review of its own performance; the school's priorities documentation; information about pupils' progress; and safeguarding documentation.
- There were too few responses to Ofsted's parental online questionnaire for an analysis. Two inspectors met with parents at the start of the school day and took account of the written responses that were on Ofsted's website.
- Inspectors also took account of the 33 responses to Ofsted's online questionnaire for staff and the 121 responses to Ofsted's online questionnaire for pupils.

## Inspection team

Doris Bell, lead inspector	Ofsted Inspector
Howard Bousfield	Ofsted Inspector
Joan Williamson	Ofsted Inspector
John Shutt	Ofsted Inspector

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