

Stanford Junior and Infant School

Cooper Lane, Laceby, Grimsby, Lincolnshire, DN37 7AX

Inspection dates 4–5 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides clear and rigorous leadership. She is well supported by an effective staff team and a strong governing body. As a result, pupils' achievement and the quality of teaching are rapidly improving.
- Overall, children make a good start to their learning in the early years and are well prepared for their future education.
- Pupils of all abilities make good progress throughout the school in reading, writing, mathematics and many other subjects.
- The overall quality of teaching is good. Teachers' expectations are high for pupils of all abilities. Marking and feedback are used well. Teaching assistants are effectively deployed to boost pupils' learning.
- Pupils are well behaved and feel safe. They are considerate and thoughtful towards others. Pupils take a pride in their work and their attendance is above average.
- The curriculum is well planned and successfully promotes pupils' spiritual, moral, social and cultural development. Pupils participate in a wide range of stimulating creative and sporting activities.

It is not yet an outstanding school because

- The overall quality of teaching is not yet outstanding.
- Sometimes teachers do not ensure pupils are as productive as they could be during their lessons.
- Some opportunities are missed to deepen pupils' mathematical learning through problem-solving in subjects other than mathematics.
- Children's achievement in literacy in the early years is not as well promoted through outdoor activities as those indoors.

Information about this inspection

- Inspectors observed teaching throughout the school and conducted several shorter observations of teaching and learning. They included two observations carried out jointly with the headteacher. Inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of 40 responses to Ofsted's on-line questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- The school is an average sized primary school.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is below the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is below the national average and few pupils speak English as an additional language.
- Children attend the early years full time.
- The school meets the current government's floor standard which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school receives support from a consultant headteacher.
- A significant proportion of staff are new to the school since the previous inspection, with some new to the profession. The headteacher was appointed in January 2015 after a period as acting headteacher.

What does the school need to do to improve further?

- Build on the already good teaching in order to further accelerate pupils' progress by:
 - ensuring pupils consistently work as hard as they can and are productive during their lessons
 - making effective use of other subjects to deepen pupils' learning in mathematics
 - making full use of the outdoors in the early years to promote learning in literacy more effectively.

Inspection judgements

The leadership and management are good

- The headteacher provides a clear sense of drive and ambition for the school which underpins a strong and positive ethos. Following a period of staff turbulence, she is rapidly building on developments to teaching and learning since the previous inspection to ensure they have maximum impact on pupils' achievement. As a result, there is an increasingly accelerating pace of change. She is supported well by all leaders, the consultant headteacher and an eager team of staff.
- Accurate data on the pupils' achievement and the quality of teaching underpin senior leaders' increasingly rigorous plans for future improvement. Procedures to measure and analyse pupils' progress are thorough and enable the governing body to hold senior leaders to account well. Self-evaluation is rigorous and accurate. As a result, leaders have a clear knowledge of the remaining aspects of teaching and learning still to be improved.
- Middle and subject leaders, including some who are new to their roles, provide good role models for other staff through their own teaching and the support and challenge they provide. This is particularly reflected in the development of the curriculum and improving pupils' learning skills. The development of the role of middle leaders is a particularly good improvement since the previous inspection.
- Safeguarding procedures meet statutory requirements and are based on detailed and accurate record keeping and well-trained and vigilant staff.
- The local authority has provided effective support to the school. The appointment of an experienced consultant headteacher to support the work of the headteacher has made a positive contribution to the school's increasingly good capacity for further improvement.
- The school has rigorous and appropriate procedures to ensure staff are held accountable for the progress pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The curriculum is well planned and promotes reading, writing and mathematics skills well through an increasingly wide range of subjects. Pupils' studies in history and science, for example, give them exciting and purposeful reasons to develop their research skills and write for different reasons. However, some opportunities are not fully established to promote pupils' mathematical skills through all subjects.
- Pupils have a good understanding of British values, such as the role of democracy and of tolerance between different faiths. This is strongly promoted through the many responsibilities pupils are given, such as head boy, head girl or as school councillors. It is also promoted through carefully planned activities and visits to support their learning in a range of subjects.
- Pupil premium funding is used well to reduce the gap in attainment between disadvantaged pupils and others. The impact of all areas of expenditure is carefully reviewed to ensure all individuals concerned receive the teaching and support they need to make good progress.
- Additional funding for sports and physical education is used well. The school is developing the skills of all staff and the quality of curriculum planning. This makes a good contribution to pupils' health and well-being. This is very evident in the high standards pupils increasingly aim for in their dance and movement lessons and increased up-take in sporting clubs and team games.
- The school ensures that all pupils have the same opportunities to succeed and to participate fully in the life of the school. They promote positive relationships and there is no evidence of discrimination.
- **The governance of the school:**
 - The governing body is focused and efficient. Governors have a clear view of where the school needs to be and rigorously hold leaders to account. They have been key drivers for change since the previous inspection. The governing body has undertaken and commissioned training on many aspects of its work such as data analysis and safeguarding. They make good use of increasingly precise data on all aspects of school life to hold leaders to account and ensure resources are used well. Finances are managed well. For example, governors are fully involved in decisions on the use of pupil premium funding that are leading to reducing the achievement gap between disadvantaged and non-disadvantaged pupils.
 - Members of the governing body have a range of professional skills which are closely matched to their areas of responsibility. They have undertaken a full review of their work, with guidance and support from the local authority and national governing body organisations. Policies are regularly reviewed and meet statutory requirements. The governing body receives detailed information on the strengths in the quality of teaching and the steps the school takes to eradicate weaknesses. The governors are fully and appropriately involved in reviewing targets for the headteacher and making decisions as to whether staff should receive a salary increase.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils are polite and considerate towards each other and they respond well to the care that all adults show them. Pupils are proud of their school. They play and work together well.
- Pupils have positive and effective attitudes to learning. They generally move quickly and efficiently to their tasks and work well with others. They are rapidly developing good skills to improve their own learning and find things out for themselves. Very occasionally, they do not concentrate as hard as they could when teachers do not expect enough of them. However, unacceptable behaviour is rare and there are few exclusions. This is supported by the school's good record keeping.
- Classrooms are calm, orderly and attractive. The school makes good use of outdoor spaces at break and lunchtimes and in the early years to promote pupils' social and cooperative skills.
- Pupils behave responsibly towards others. Good relationships are established in the early years and children share and work together well. Older pupils take their responsibilities as school councillors and in other organisations seriously. This contributes well to their understanding of democracy and other British values.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, and the large majority of parents agree. Attendance is above average and pupils are punctual and well prepared for their days' work.
- Pupils have a good understanding of potential bullying situations, including those that may be racially based and when using the internet; they are confident in discussing any concerns and give good examples of how the staff successfully address the few issues that emerge.
- Pupils understand that their behaviour affects others and know that they should always try to be kind and considerate. Those who have emotional and social concerns are effectively helped to manage their own behaviour, especially through work with the learning mentor and support from well-trained teaching assistants.
- Pupils are well prepared for keeping themselves safe in later life. For example, the well-planned programmes of personal, social and health education, including work with health services, ensure pupils have a strong understanding of the dangers of drugs and alcohol. Pupils participate enthusiastically in role play activities led by emergency services. These contribute effectively to the development of their health and well-being.

The quality of teaching is good

- Teachers have high expectations for all groups of pupils. As a result, pupils are ambitious and aim high. This is evident in the pride they take in presenting all their work well, writing neatly and taking steps to improve their own learning.
- The use of marking and feedback makes a strong contribution to pupils' progress. Marking is used very consistently to guide pupils to improve their own work and deepen their understanding. Teachers set clear targets for pupils to achieve and ensure they have time and opportunity to address them. This is a good improvement since the previous inspection.
- Pupils learn in a calm and academic atmosphere. They know that they come to school to learn and are ready and able to do so. This is encouraged by the purposeful and positive relationships the headteacher and her staff have established.
- The teaching of reading is good. Effective teaching of letters and sounds (phonics) from the early years onwards increasingly underpins pupils' success. Pupils' comprehension skills, including their ability to make deductions and inferences, are increasingly well developed through regular, challenging activities. Exciting projects such as 'Reading Challenge' and 'Reading for Pleasure' engage pupils' interest and increase their capacity to read at length and for pleasure.
- The teaching of mathematics is good. Pupils' mental and calculation skills are systematically taught in a timely way. Pupils increasingly apply their skills in real-life problem-solving situations during their mathematics lessons. The use of enterprise and fund raising projects also contribute to pupils' mathematical development.

- Writing skills are well taught. Pupils are effectively taught to write in a clear, fluent and joined script. They write for a wide range of purposes through different subjects. For example, pupils write imaginative diaries and poetry in their history work on Stone Age man and the Ancient Egyptians and detailed accounts of investigations in science.
- Teachers ask well-considered questions to help pupils to secure new knowledge and develop their thinking skills. They rarely accept superficial or simplistic answers and often ask supplementary questions to address any misunderstandings.
- The learning needs of disabled pupils and those who have special educational needs are understood well. Teaching assistants and other staff who work with these pupils are well trained and well informed. Small-group work on specific literacy or numeracy skills is linked to pupils' other studies when appropriate to help embed new learning.
- The most able pupils are taught well. Pupils learn to develop good skills to work things out for themselves, such as perseverance and self-criticism. They make especially good use of the guidance to refer to 'buddy, board and brain' before seeking the teacher's assistance.
- Homework makes an increasingly good contribution to pupils' learning, especially through the use of the school's website and computer activities.
- Sometimes pupils' progress is slowed because teachers do not ensure they are as productive as they could be during a lesson. For example, they sometimes leave pupils too long before checking they are getting on successfully and are clear what is expected from them in the time available.
- Some opportunities are missed to regularly develop pupils' mathematical problem-solving skills through other subjects such as science.

The achievement of pupils

is good

- All groups of pupils make good progress overall through school. They increasingly build well on their earlier learning in all subjects from the early years to when they leave in Year 6. Their progress is rapidly accelerating. This is evident in the school's tracking of pupils' progress and in pupils' work over time. Pupils of all abilities have strong skills for managing and improving their own learning which are contributing to their success.
- The results of National Curriculum tests for Year 2 and Year 6 were broadly average in 2014 and indicate a general overall trend of improvement from the previous inspection. Pupils' achievement in writing was particularly good. However, a period of staff turbulence and specific issues limited the achievement of some pupils in reading and mathematics tests by Year 6. This has now been fully addressed. The evidence of inspection shows that pupils are now making good progress in all subjects throughout the school and building effectively on the standards with which they leave the early years. The current Year 2 and Year 6 pupils are working at levels above those normally expected in reading, writing and mathematics.
- The disadvantaged pupils make good progress overall and the gap between the standards they reach and that of other pupils is reducing. In 2014, the results of National Curriculum tests for these pupils in reading were approximately one term behind other pupils in the school, in writing one term behind and in mathematics they were two terms behind. The attainment of these disadvantaged pupils was one term behind national averages in reading and writing and two and a half behind in mathematics. All disadvantaged pupils made at least expected progress in 2014 and over half of them made better than expected progress. In the early years and Years 2 and 6, the gap in the progress made between disadvantaged pupils and other pupils nationally is reducing. This is evident in the school's own progress data and the inspection evidence.
- The most able pupils make good progress overall and the proportion of pupils reaching higher levels by the time they leave is increasingly above average. Pupils show good levels of maturity, enthusiasm and an increasing ability to take the initiative. They make very good use of reference books and computers to research and investigate. In mathematics, pupils make good use of calculation skills to solve problems involving decimals and percentages. They have good skills to improve their own work and act on the guidance they are given in teachers' marking.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points. Their individual needs are accurately checked. Comprehensive targeted teaching ensures these pupils make good academic and personal progress.
- Pupils' achievement in reading is good. Pupils' phonics skills are largely above average in national assessments in Year 1. Pupils of all abilities read aloud with confidence, expression and fluency. They use their skills well in performances in assemblies. Older pupils use their reading skills well in a wide range of subjects. They have a wide vocabulary and a good understanding of plot and character. Above all, they

enjoy reading for many different reasons.

- Pupils' achievement in mathematics is good and rapidly improving. Their mental calculation skills are good and they increasingly apply these skills in problem-solving situations. However, they do not often deepen their understanding of mathematical problem solving through learning in other subjects.
- Writing skills are good. Spelling, punctuation and grammar is largely accurate and used well in their independent work. All groups of learners take pride in presenting their work carefully and forming their handwriting neatly. Pupils' writing is often lively and exciting with a good use of metaphors and similes to interest their audience.

The early years provision

is good

- Good leadership and management of the early years provision have ensured that children have continued to achieve well since the previous inspection. The new leader is building on these strengths. The quality of teaching is good. The teacher and teaching assistants have a thorough understanding of the needs of young children. They have high expectations.
- Relationships are good. Children come from a range of prior early years experiences before they start school. The staff establish good relationships with parents from the start through rigorous induction procedures. These procedures enable the staff to build a good initial knowledge of children's individual starting points and move quickly to eliminate any gaps in their learning.
- Children's starting points are generally typical for their age. Children of all abilities make good progress in all areas of learning particularly in communication skills including reading and writing. As a result, they are well prepared for their next stage of learning and the proportion of children achieving a good level of development is above the national average when they enter Year 1.
- Disadvantaged children achieve well making particularly good gains in their early language and communication skills. They are confident in talking to adults and other children. They feel safe and secure.
- The most able children make good progress because they make rapid gains in key skills such as phonics, comprehension and addition and subtraction.
- Writing skills are particularly well developed. Children of all abilities quickly learn good posture and to form letters and words accurately. They have good opportunities to apply their skills in many role play and problem-solving activities.
- Children of all abilities work and play very well together and concentrate in all their activities. Their behaviour and safety is good. They feel safe and are cared for well. Their spiritual, moral, social and cultural development is promoted well and they are curious about the world around them. They tidy up with care and organise their work well. Teaching assistants and other adults are deployed effectively to have a good impact on children's achievement across all areas of learning.
- The use of the outdoor areas to promote children's literacy skills is underdeveloped and does not fully match the quality of the learning in literacy indoors. This is currently a priority for school improvement.

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	118015
Local authority	North East Lincolnshire
Inspection number	453576

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Val Brumfield
Headteacher	L Hackfath
Date of previous school inspection	19 March 2013
Telephone number	01472 318003
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