

# Stanah Primary School

## Inspection report

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|--------------------------------|------------------------------|
| <b>Unique Reference Number</b> | 119296                       |
| <b>Local Authority</b>         | Lancashire                   |
| <b>Inspection number</b>       | 339400                       |
| <b>Inspection dates</b>        | 30 November –1 December 2009 |
| <b>Reporting inspector</b>     | Michael Onyon                |

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

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|--|---|
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 4–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 372   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair</b>                               | Mr David Simpson  |
| <b>Headteacher</b>                         | Mr Ian Todd   |
| <b>Date of previous school inspection</b>  | 7 February 2007   |
| <b>School address</b>                      | Lambs Road<br>Thornton-Cleveleys<br>Lancashire<br>FY5 5JR |
| <b>Telephone number</b>                    | 01253 825225  |
| <b>Fax number</b>                          | 01253 851487  |
| <b>Email address</b>                       | head@stanah.lancs.sch.uk                                  |

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|--------------------------|------------------------------|
| <b>Age group</b>         | 4–11                         |
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St Ann's Square  
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at, amongst other things, the school's data records, policies and minutes of governing body meetings, and the notes of the School Improvement Partner's visits. Parental questionnaires were received from 50 parents or carers.

- the school's focus on the quality of teaching and its impact on the progress made by pupils
- the quality of provision and children's achievement within the Early Years Foundation Stage
- the impact of the use of assessment on the achievement of all pupils
- the school's perceived strengths in providing for pupils' well being
- how well leaders, at all levels, demonstrate ambition and seek improvement.

## Information about the school

This is a larger than average sized school. The proportion of pupils entitled to free school meals is well below average. Nearly all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average, although the proportion with statements of special educational needs reflects the national picture. The school holds the Healthy Schools and Activemark awards. An independently managed before and after school club is accommodated on the site, which is inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Stanah Primary School provides a good education. Pupils enjoy coming to the school. At the heart of its work are strong relationships which result in good behaviour. Since the last inspection there have been good improvements: improved teaching, raised standards and acceleration of pupils' progress. This illustrates well the ambition and drive that the headteacher, deputy headteacher and leadership team provide. Through careful self-evaluation the school is well aware of its strengths and areas for development and plans carefully to address these issues. Developing teaching through focused training and analysing outcomes in terms of pupils' progress has had a significant impact. This illustrates a good capacity to improve further.

Pupils achieve well and by the time they leave the school reach standards above those expected nationally. Over the last three years standards in English have been significantly above average. Overall, results in national tests indicate an upward trend over the last three years. This is because of the sharp focus on tracking the progress of all pupils, intervening to support learning where necessary, sharing learning targets with pupils and ensuring that teachers have high expectations for all. As a result all pupils, including those with special educational needs and/or disabilities, make good progress because they are supported well.

The quality of teaching and the curriculum is good. Teaching is not yet of a consistently high quality to ensure pupils' achievement is outstanding, despite its strengths. Opportunities are missed to encourage pupils to take responsibility for their own learning, to use information and communication technology (ICT) to extend learning and to ensure that pupils use their good English and mathematics skills in other subjects.

The spiritual, moral, social and cultural development of pupils is good. Pupils consider ethical issues, like the environment and poverty, for example, through their links with a refuge for the homeless. They have a good understanding of healthy lifestyles; they feel safe and secure and contribute particularly well to their local community, because the school has established a number of strong links. Pupils' good level of skills in English and mathematics, together with opportunities to engage in enterprise activities, like their healthy food tuck shop and the good links with secondary schools prepare them well for their future.

The school has worked hard to present parents and carers with a range of opportunities to learn more about the education of their children. To date, whilst parents and carers attend in large numbers at parents' evenings and pupil' performances, only a small proportion engage with other opportunities available to them.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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

- Build on the progress made to further improve the quality of teaching and learning so that more lessons are of outstanding quality by:
  - - encouraging pupils to take more responsibility for and direct their own learning
  - - giving pupils opportunities to apply their good English and mathematics skills in other subjects
  - - making sure that pupils use ICT regularly to extend their learning.
- Encourage parents and carers to use to the full the opportunities available to engage with the school in supporting their children's learning.

## Outcomes for individuals and groups of pupils

2

In lessons, pupils' good behaviour shows how eager they are to learn. They work together well in pairs and groups. They contribute eagerly in lessons and show a good grasp of basic skills in literacy and numeracy. From broadly average starting points when they join the Early Years Foundation Stage, pupils make good progress and achieve well to attain above average and improving standards by the end of Key Stage 2. All groups of pupils including those with special educational needs and/or disabilities make good progress. Pupils' above average attendance testifies to their high levels of enjoyment. They enjoy taking on responsibilities such as becoming house captains and playground pals. The school council contributes well to decisions, for example, running a competition considering whether the contents of lunch boxes are healthy and thus helping pupils to make well-informed choices.

Pupils' social, moral, spiritual and cultural development is good. They show good understanding of right and wrong, treat each other and adults respectfully, and are polite at all times. Particularly impressive were the pupils' thoughts and feelings when interacting with homeless people and considering the actions they can take to help. The school is full of happy, smiling children who are inquisitive and welcoming. They know that adults are available if they have worries. Pupils' personal development and happiness are the cornerstones on which the school is built. As a result, pupils develop into confident and articulate young people ready to take full advantage of the next steps in their education by the time they leave.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 2        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

**How effective is the provision?**

Teachers prepare their lessons well and include a good variety of activities to keep pupils interested and working productively. They nurture positive relationships as part of good learning. Most lessons are conducted at a good pace and with clear learning objectives. In many lessons, teachers use questioning effectively to make pupils think about their answers and give reasons for them. Pupils often refer to their targets and use checklists to help them decide whether they have achieved their learning objectives. Many pupils rely upon the guidance of the teacher before moving on and opportunities are missed to encourage them to take more responsibility and direct their own learning. The school's move to adopting a more thematic approach to the curriculum is adding extra relevance and enjoyment to pupils' learning. It acknowledges that this is at an early stage of development. Currently, it is looking at ways of including writing, calculating and problem solving opportunities when working on topics that combine a number of subjects. Opportunities to extend learning through the use of ICT are limited. The range of enrichment activities is good and pupils enjoy learning German, as a modern foreign language, throughout the school.

Strong relationships mean that pupils trust adults to help them deal with any problems or concerns. Good transition arrangements ensure children settle quickly into the Early Years Foundation Stage and that Year 6 pupils are prepared and confident about moving to secondary education. Older pupils say they are, 'Looking forward to high school but are going to miss this school when the time comes. It's like being part of a big family.' This sums up how well pupils are cared for.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

Strong leadership ensures that this is a school that does not stand still. There is a strong focus on raising standards. The drive for improvement is firmly embedded and rising standards illustrate its success. Systems to check on pupils' progress have improved in leaps and bounds since the previous inspection. Any underachievement is quickly identified and effective remedial action promptly put in place. Leaders and managers at all levels are strongly committed to promoting equality of opportunity and tackling discrimination. Their effectiveness is seen in the good achievement of all pupils regardless of background, gender or ability.

Leaders and managers are effective in promoting community cohesion within the school community and in the local area. Links with other schools are starting to encourage pupils' global awareness and understanding but are not yet developed sufficiently to have a full impact. Rigorous procedures are in place to ensure that pupils are safe and secure and meet statutory requirements. Whilst there is a good engagement with parents and carers the school seeks to further encourage them to use opportunities to learn more about the education of their children, so that they can further support their learning. Governors know the school well, take their responsibilities seriously and are eager to ask the necessary questions to hold the school to account. The school deploys its resources well to achieve good value for money.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |

|   |          |
|---|----------|
| <b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br>Please turn to the glossary for a description of the grades and inspection terms |          |
| <b>The effectiveness of safeguarding procedures</b>   | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>  | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>   | <b>2</b> |

## Early Years Foundation Stage

Good leadership and management of the Early Years Foundation Stage ensures that children get off to a good start. Good teaching ensures that the children make good progress in their learning so that they enter Year 1 having achieved the expectations for their age and with good attitudes to learning. The provision is effective in providing children with a stimulating range of activities, including regular access to the outdoor areas. Resources are used effectively to capture children's interest and excitement. There is a good range of activities led by adults and others chosen by children. The Early Years Foundation Stage is successful in making sure that children develop in confidence and learn to work in cooperation with others. Children are well cared for. Their progress is monitored regularly and accurately. Parents are kept regularly informed of their children's progress. Children with special educational needs and/or disabilities are identified early and, where necessary, outside agencies are used effectively to provide support.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

A very large majority of parents and carers who returned questionnaires are happy with all aspects of the school's work and its effectiveness. A very small minority think that the school does not help children to have a healthy lifestyle and that it does not deal effectively with unacceptable behaviour. Evidence indicates that the school deals effectively with inappropriate behaviour and actively encourages pupils to have healthy lifestyles. Some parents felt that their suggestions are not acted upon. However, a wide range of evidence indicates that many such suggestions have been implemented.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanah Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 372 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 35             | 70 | 14    | 28 | 1        | 2  | 0                 | 0 |
| The school keeps my child safe  | 35             | 70 | 15    | 30 | 0        | 0  | 0                 | 0 |
| The school informs me about my child's progress   | 24             | 48 | 25    | 50 | 1        | 2  | 0                 | 0 |
| My child is making enough progress at this school   | 25             | 50 | 24    | 48 | 1        | 2  | 0                 | 0 |
| The teaching is good at this school   | 27             | 54 | 22    | 44 | 1        | 2  | 0                 | 0 |
| The school helps me to support my child's learning  | 27             | 54 | 21    | 42 | 2        | 4  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 26             | 52 | 19    | 38 | 4        | 8  | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 27             | 54 | 16    | 32 | 0        | 0  | 0                 | 0 |
| The school meets my child's particular needs  | 24             | 48 | 25    | 50 | 1        | 2  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 15             | 30 | 30    | 60 | 3        | 6  | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 16             | 32 | 24    | 48 | 6        | 12 | 0                 | 0 |
| The school is led and managed effectively   | 25             | 50 | 21    | 42 | 3        | 6  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 31             | 62 | 17    | 34 | 1        | 2  | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 December 2009

Dear Pupils

Inspection of Stanah Primary School, Thornton-Cleveleys FY5 5JR

Thank you for welcoming the inspection team to your school for its recent inspection. We appreciated your politeness and enjoyed talking with you. We were impressed with your maturity and responsible actions. You know how to stay safe and you adopt healthy lifestyles. Very well done! Your behaviour is good too. In addition to these very positive attributes, you also make good progress in your learning and reach better than expected standards by the time you leave for secondary school.

So how does this happen? First of all your school is led and managed well. All adults play their part in the smooth running of the school and wanting the best for you. Your headteacher, the teachers and teaching assistants give good help and support and the governors keep a very close eye on the school. Through the hard work of the adults the school provides you with good levels of support, guidance and care, and good teaching. The subjects you learn are interesting too and it is good to hear about your involvement in the school council and raising funds for good causes. We know you enjoy these activities, along with your after-school clubs and the many visitors.

So what does the school need to do to get even better? We have asked your leaders to build on the school's existing strengths and make teaching and learning even better by encouraging you to take more responsibility for your learning; by looking for opportunities in other subjects to use your good English and mathematics skills; and using information and communication technology more to extend your learning. We have also asked your parents and carers to make more of the opportunities they have to learn more about your education so that they can also help you to get even better.

We know you will do your part in helping to do these things. After all, you attend a good school. Congratulations!

Yours sincerely

Mr Michael Onyon

Lead inspector

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