

East Stanley School

Chester Road, East Stanley, Stanley, County Durham DH9 0TN

Inspection dates

27 February–5 March 2018

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher, supported by capable middle and subject leaders, have been resolute and determined in ensuring that the school continues to improve so that it is now a good school.
- Teachers have the skills and subject knowledge needed to support pupils' learning effectively and promote an enthusiasm for their subjects. Some inaccurate teaching of phonics limits the progress some pupils make.
- Pupils leave the school well equipped to access their secondary education. They now make good progress across the school. However, opportunities to move pupils on more rapidly and to apply skills independently are occasionally overlooked.
- Teachers are aware of, and responsive to, pupils' needs. Pupils feel well cared for because relationships between staff and pupils are a strength of the school.
- The relationship with parents and carers is improving, but a small minority of parents still have concerns that issues are not always addressed well enough by staff and school leaders.
- Children have secure foundations put in place in early years and achieve well. The environment is stimulating, engaging and promotes basic skills in English and mathematics. Opportunities for children to manage their own learning are occasionally missed.
- Pupils are well equipped for life in modern Britain and understand how to relate to other people and cultures. The provision for pupils' spiritual, moral, social and cultural development, along with an understanding of British values, are strengths of the school.
- The curriculum ensures that pupils are able to explore and develop their skills and talents in a range of subjects. Some opportunities to explore and deepen their thinking in foundation subjects, such as history and geography, are missed.
- Governors hold school leaders to account and have a good understanding of what is and is not working well in the school. Improved information provided to them, including improvement plans, by school leaders enables governors to challenge school leaders and accurately identify school priorities.

Full report

What does the school need to do to improve further?

- Improve the overall consistency and quality of teaching to outstanding in order to further accelerate pupils' progress, including those that could reach greater depth, by making sure that:
 - teachers consistently challenge pupils and provide opportunities for them to manage their own learning and apply their skills and understanding independently, especially in early years
 - teachers consistently identify opportunities for pupils to move on more quickly in lessons
 - phonics skills are taught accurately and applied consistently by pupils.
- Ensure that high expectations are applied consistently across all subjects.
- Continue to build the confidence of parents so they can be sure that all staff will deal with their concerns effectively.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, supported by the deputy headteacher, has created a committed staff team whose members work well together to take effective action to improve the school. Leaders, including middle leaders, rightly focus on ensuring that teachers are well equipped to meet the needs of the pupils within their class.
- All staff are held accountable and are engaged with sharing responsibility in ensuring that school priorities are met. The school's senior leaders are skilled in recognising effective practice and weaknesses in teaching. A strong commitment to improving teaching and learning has a focus on pupils' basic skills in English and mathematics and ensures that teachers develop the necessary skills to improve outcomes for pupils so that standards rise.
- Leaders, including subject and middle leaders, know how well individual pupils are progressing and use this information to provide additional support where necessary, including for disadvantaged pupils and the most able. They ensure the accuracy of assessment information by regularly checking on work in pupils' books. Consequently, most pupils are making at least expected progress and more are making rapid progress in their work.
- The role of middle leaders has improved since the last inspection. They have a better understanding of their roles and responsibilities and contribute to developing consistent and effective practice across the school.
- The leader of special educational needs provision is knowledgeable and ensures that pupils have their needs met. She ensures that these pupils are identified correctly through collecting and analysing information. Funding to support these pupils is used well. As a result, pupils who have special educational needs (SEN) and/or disabilities make strong progress and many are beginning to catch up with their peers.
- Additional funding for disadvantaged pupils is tracked and evaluated rigorously to ensure that it is used effectively. Pupils' performance is tracked and the progress they make monitored regularly. Consequently, these pupils make good progress from their various starting points. While provision is amended to take account of disadvantaged individual needs, provision for the most able disadvantaged pupils is less well developed.
- The school's curriculum is planned to ensure that all subjects are covered and leaders check that this is adhered to. It is broad and balanced and provides pupils with opportunities to explore key skills and concepts. Opportunities to apply basic skills in English and mathematics across the curriculum are identified and pursued. This is sometimes at the expense of developing subject-specific skills at even greater depth in some foundation subjects such as geography and history. Homework is mainly focused on basic skills development. A wide range of curriculum and extra-curricular opportunities are provided, including in martial arts and knitting. A homework club operates to provide support and computer access for those pupils that need them. Consequently, pupils achieve well across the curriculum, but opportunities to explore some subjects in greater depth are missed.

- The pupils' understanding of British values, equalities and their spiritual, moral, social and cultural development have been a focus since the last inspection and are now strengths of the school. Pupils talk knowledgeably about tolerance, respect, democracy and cultural diversity in society. They are reflective and measured in their discussions about the wider world.
- Most parents have growing confidence in the leadership of the school. Those spoken with during the inspection say that the school has improved since the last inspection. The majority say that school leaders take their concerns seriously and act on them swiftly and appropriately. However, a few parents have concerns about how well staff listen to their concerns and deal with issues.

Governance of the school

- Governors are committed to reviewing their own performance and the impact they have. They receive detailed and regular reports from the headteacher, deputy headteacher, and senior and middle leaders which inform them about the actions being taken to improve the school. Governors also visit the school to check what is being reported, and what is happening in classrooms and seen in pupils' work. They have improved their level of challenge and support to school leaders and have a secure view of what is, and is not, working. Consequently, they hold school leaders, at all levels, increasingly to account for the impact of their actions. Governors have played an important role in securing the improvements seen in the school.
- Governors have a secure understanding of the use of additional funding for physical education and sport, and that for disadvantaged pupils. They track and evaluate how well the funding is spent and the impact it is having on the progress of pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- A culture of safeguarding informs the work of all staff in the school. Staff have a clear understanding of what to do in ensuring that pupils are kept safe. Training programmes, reminders and updates are a regular feature of meetings and conversations. These ensure that staff remain vigilant and aware of current, emerging and ongoing issues both locally and nationally.
- Pupils have a good understanding of how to keep themselves and others safe online, and outside school. Programmes of work and the revisiting of key themes around staying safe in a variety of contexts underpin personal, social and health education and increasingly reflect the school's focus on supporting mental health and equality. A recent project undertaken by a class with the local police on hate crimes and protected characteristics was shared with other pupils and parents.
- Pupil safeguarding records are of high quality and are reviewed and checked on a regular basis. They capture the timeline of events systematically, but do not always capture pupils' and parents' views systematically. The school works closely with a range of agencies to coordinate additional support to families, including help with attendance issues.

Quality of teaching, learning and assessment

Good

- School leaders have taken effective action to address poor classroom practice and continually focus on improving teaching and learning. Actions to improve the effectiveness of teaching have ensured a better understanding of roles and responsibilities, secured subject knowledge and developed teachers' understanding of the role they play in securing better outcomes for pupils. Consequently, teaching is well planned to meet the needs of learners. Adults respond quickly to most pupils' misconceptions and move their learning on in lessons. As a result, teaching is now good across the school.
- Teaching assistants and support staff are mainly adept at working with individuals and groups of pupils to help them keep up in lessons. In addition, they increasingly contribute to extending and deepening the thinking of the most able pupils.
- Teachers build on positive and secure relationships between pupils and staff. Achievements are acknowledged and challenge is encouraged so that pupils have positive attitudes to their learning.
- Teachers' high expectations are evident across all year groups, but are not always applied consistently in all subjects. They are skilful at providing targeted support for those that need help to keep up. Most teachers are responsive in lessons and see when pupils have a grasp of key concepts and move them on to new learning. However, opportunities to do this more quickly are sometimes missed.
- Pupils respond well to feedback and advice that support their next steps in learning. They know what they need to do to improve their work. Time and advice are given to pupils to correct any mistakes and develop their understanding further.
- Pupils are enthusiastic about their reading. They discuss eloquently their desire to read. They use skills taught in English lessons well to add expression to their reading.
- Phonics skills are usually applied independently and consistently by pupils in both their reading and writing. It is taught systematically on a daily basis in early years and across key stage 1. Phonics is usually taught accurately, but occasional incorrect pronunciation of sounds by some staff lead to some incorrect application of skills by some pupils.
- Pupils take pride in the accuracy and presentation of their written and mathematical work. They use their writing skills across a range of subjects and are frequently provided with opportunities to write at length.
- Pupils enjoy all subjects in the curriculum, especially mathematics and English. A focus on fluency in basic number facts and on reading and writing practices helps pupils develop strong basic skills knowledge. Opportunities to apply these basic skills in a wider context and deepen pupils' understanding, reasoning and application of this learning independently are sometimes missed. Consequently, some capable pupils do not always go on quickly enough to work beyond their age-related expectations.
- The development and refining of assessment systems identified as an issue at the last inspection have been addressed. Teachers now use this information well to plan learning that meets the needs of individuals and groups of pupils, regardless of their starting points.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their accuracy and presentation of their written and mathematical work.
- Pupils say that they feel safe in school and enjoy coming to school. The curriculum provides them with a good understanding of how to keep themselves and others safe in a range of contexts and situations in school and beyond the school gate.
- Strong and positive relationships ensure that pupils are confident in sharing their concerns with any adult and they trust these will be dealt with effectively.
- Staff know the pupils well. Staff work closely with families to ensure that support is given where needed, and the majority of parents value this aspect of school provision.
- Leaders ensure that pupils are well prepared for life in modern Britain. Displays around the school and work in books recognise the value of diversity in society and the importance of British values. Consequently, pupils have a clear and mature understanding of each other's uniqueness and differences.
- Pupils talk knowledgeably about the impact that healthy eating and fitness have on their learning and life chances. Pupils are well aware of healthy lifestyles and behaviours that could be detrimental to their physical and mental health.
- Parents who responded to Ofsted's online questionnaire, Parent View, and who spoke with the inspector are confident that their children are kept safe by the school. The majority say that any worries they raise are taken seriously, addressed quickly and usually resolved appropriately. However, a small number of parents felt that their concerns are not dealt with consistently well by all staff.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves around the school well, including in the breakfast club. They are self-regulated and apply these behaviours with or without adult supervision. Pupils are kind to each other and polite in corridors and classrooms. As a result, they arrive in lessons ready to learn and settle quickly.
- Pupils' positive attitudes to learning are evident across the school. Pupils say that there is very little distraction in lessons from other pupils. If this does happen, teachers are quick to react. As a result, pupils apply themselves well to tasks and work with good levels of concentration while demonstrating resilience and persistence.
- Pupils are confident that issues with bullying will be taken seriously and resolved effectively by staff. They say that bullying rarely happens. Pupils have a good understanding of the different forms that bullying can take, including racist bullying. While most parents are confident that bullying is dealt with effectively, a small minority of parents remain concerned.

- Pupils enjoy coming to school. Attendance is better than that seen nationally. Where pupils' attendance dips, or absence becomes a frequent occurrence, school leaders implement robust interventions and support with families to address any issues. Consequently, very few pupils regularly miss school.

Outcomes for pupils

Good

- The improvement in teaching and learning since the last inspection has resulted in better outcomes for pupils. In 2017, the proportion of pupils that left Year 6 with the skills required in reading, writing and mathematics was similar to that seen nationally. This year, the proportions of pupils operating at and beyond age-related expectations have continued to improve across the school, especially in reading.
- In 2017, pupils made similar progress to that seen nationally in key stage 2 in reading, writing and mathematics. Currently, pupils, and groups of pupils including disadvantaged pupils, are making good progress and some are making rapid progress in reading, writing and mathematics in most classes in key stage 2.
- Disadvantaged pupils achieve well. In the 2017 key stage 2 tests, disadvantaged pupils made similar progress to that of other pupils nationally in reading, writing and mathematics. The proportions of disadvantaged pupils achieving expected standards are improving and are close to that seen nationally by the time pupils leave the school at the end of key stage 2.
- School-based assessments and evidence seen by inspectors confirm that pupils continue to make strong progress in reading, writing and mathematics. However, progress in other subjects is not as strong. While proportions of pupils operating at age-related expectations have been maintained in other subjects, the proportions working beyond age-related expectations lag behind those seen in English and mathematics.
- Pupils achieve well in key stage 1. In 2017, although the proportion of pupils reaching the expected standard by the end of Year 2 was slightly below average in each subject, the proportion reaching greater depth increased and was above average. This reflects good progress from pupils' previously lower starting points on entry to Year 1. Inspection evidence shows that pupils currently in key stage 1 are making good progress. Outcomes continue to improve.
- Outcomes in the Year 1 phonics screening check have improved over several years and in 2017 were in line with those seen nationally. Pupils' skills in phonics are applied well to their reading and writing and increasingly help them to go on and achieve at age-related expectations in their reading and writing by the end of key stage 1. However, across the school, pupils do not accurately apply their phonics skills consistently.
- In early years, outcomes have improved year on year since the last inspection and now exceed those seen nationally. More children are now developing skills typical for their age. Disadvantaged children's outcomes have improved in line with those of their peers and are now close to those seen for all children nationally.

Early years provision

Good

- Children start in the Reception class with a range of skills, abilities and pre-school experiences. Staff are skilled in identifying and building on children's interests, skills and experiences and developing functional basic skills in English and mathematics. Consequently, children make good progress whatever their starting points.
- Accurate day-to-day assessments inform the planning of next steps in learning. Staff provide stimulating and exciting activities that take account of children's needs and ensure that they access all areas of learning. As a result, children that need to catch up are beginning to do so. By the end of Reception Year, they are well prepared for their move into Year 1.
- Staff are skilled at ensuring children that have their emotional needs identified and met. Arrangements for ensuring that children are safe are in place. Consequently, all welfare requirements are met.
- Effective teaching ensures that children develop the basic skills in reading, writing and mathematics well. However, phonics skills are not always taught or used accurately.
- Engaging and interesting activities, including in the outdoor provision, are provided to help children apply their skills and knowledge in a variety of contexts. However, opportunities for them to apply their learning independently and manage their own learning are sometimes missed.
- Children learn in an environment of mutual respect that promotes effective learning. They are well behaved and establish good relationships with adults and other children. Children increasingly understand the importance of taking turns and working together.
- The early years leader knows the setting well. She identifies and understands the next steps for improvement and is knowledgeable about the requirements of the early years foundation stage.
- The partnership work with parents is developing in the provision. Parents make a contribution to the assessments of what children can do, receive support on how to help their child at home, and are kept informed about the progress their child is making.

School details

Unique reference number	114026
Local authority	Durham
Inspection number	10042161

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	229
Appropriate authority	The governing body
Chair	Janice Rutherford
Headteacher	Joanne Williams
Telephone number	01207 233611
Website	www.eaststanleyschool.durham.sch.uk
Email address	eaststanley@durhamlearning.net
Date of previous inspection	1–2 March 2016

Information about this school

- East Stanley School is an average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils who are eligible for support through the pupil premium is above average.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics.

Information about this inspection

- The inspectors held discussions with governors, the headteacher, senior leaders, the local authority and some subject leaders, including those for history and geography.
- The inspectors observed learning in all classrooms. Joint observations were carried out with the headteacher and deputy headteacher.
- The inspectors looked at pupils' work, held discussions with pupils and listened to some pupils read.
- The inspectors observed pupils' behaviour around the school, at playtimes and in lessons.
- The inspectors looked at the responses to Parent View, Ofsted's online questionnaire for parents, considered some written comments from parents and met with some parents at the start of the school day.
- The inspectors examined a wide range of documentation, including information about the performance of teachers and pupils, evidence of the school's self-evaluation and reports to the governing body.
- Inspectors also reviewed information on the curriculum, safeguarding and other key policies.

Inspection team

Jonathan Brown, lead inspector

Ofsted Inspector

Dawn Foster

Ofsted Inspector

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