

Leonard Stanley Church of England Primary School

Bath Road, Stonehouse, GL10 3LY

Inspection dates

15–16 January 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

- Pupils achieve well in reading, writing and mathematics across the school.
- Standards are well above average in reading, writing and mathematics by the end of Year 6.
- Teaching is consistently good in all parts of the school and this helps pupils to achieve well.
- Pupils feel safe and behave well. School values and beliefs are important and support pupils' understanding of right and wrong.
- There is a strong link between the pre-school Nursery and the Reception class. This means that children's needs are well understood so that they benefit from appropriate support in their development.
- The headteacher, school leaders and governors all work together constantly to improve all aspects of the school's work.
- Parents, carers and staff are highly positive about the school and all it does for all pupils.
- Pupils' participation in a wide range of competitive sports contributes successfully to their well-being and preparation for the next stage of their education.
- Pupils are enthusiastic and positive learners who appreciate all the help adults provide.

It is not yet an outstanding school because

- The most able pupils at Key Stage 1 do not always achieve at the highest levels.
- Subject leaders are not as involved as they could be in raising standards further.

Information about this inspection

- Inspectors observed teaching in all parts of the school and looked closely at pupils’ work, including in English and mathematics.
- Inspectors met with the headteacher, senior and middle leaders. They also met with members of the governing body and with an officer from the local authority.
- Inspectors observed pupils’ behaviour at morning break and during the lunch hour and attended the daily act of whole-school worship at the end of the school day.
- Inspectors talked to parents and carers before the start of school and took account of the 57 responses to Parent View, the online questionnaire. They also considered the 16 responses returned by staff in the staff questionnaire.
- Inspectors met with pupils to discuss their attitudes to learning, their views on behaviour and their understanding of different aspects of staying safe.
- Inspectors looked at a range of school documentation. This included information about attendance and behaviour, evidence to do with aspects of safeguarding, minutes of governing body meetings and information related to pupils’ and teachers’ performance.

Inspection team

Marion Hobbs, Lead inspector

Additional Inspector

Craig Hayes

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school. The majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- The proportion of pupils eligible for the pupil premium is below the national average. This is additional government funding to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- In 2014 the school met the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has a full-time pre-school Nursery on site that is managed by the governing body. The Reception class is also full time. The extended school provision includes a Breakfast Club and after-school activities.
- The school holds the International Schools' Award and is an accredited Rights Respecting school. In 2014 the school earned the National accreditation for Outdoor Learning.

What does the school need to do to improve further?

- Build on the good practice in checking learning in English and mathematics by applying this to all other subjects so that:
 - the most able pupils in each class achieve their full potential and attain consistently at the highest levels
 - all subject leaders are fully involved in raising achievement and school improvement.

Inspection judgements

The leadership and management are good

- The headteacher, school leaders and governors are all committed to the school's continuous improvement.
- Led by the headteacher, the team of staff work hard to support pupils' good achievement and all-round development.
- Strong systems, understood and shared by all staff, are in place to ensure that teachers' performance is linked to pupil outcomes and to the school development plan.
- The school has made good use of the effective support provided by the local authority since the last inspection to improve both standards and the quality of teaching. As a result, the local authority is now confident that this is a good school.
- Subject leaders are experienced and have a good understanding of their roles and responsibilities. As yet, the systems in place to ensure rapid progress for all pupils in English and mathematics have yet to impact on the wider range of subjects.
- The school uses its pupil premium funding effectively to provide additional support for reading, writing and mathematics. The impact of this is monitored closely by governors and school leaders and adjusted appropriately should need arise.
- The values and beliefs of the school community are well understood by pupils. This, together with the rich experiences planned through a theme-based approach to subjects, ensures pupils are well prepared for life in modern Britain. Equality of opportunity and respect for diversity are equally fundamental to the school's work.
- The school's arrangements for safeguarding pupils meet statutory requirements. Child protection systems are strong and well maintained. Any issue that could relate to potential vulnerability is managed swiftly and with sensitivity by school leaders.
- The governing body is responsible for the on-site full-time Nursery. Each year nearly all children who attend go on to join the Reception Year. Strong partnerships between staff in each setting ensure that the needs of every child are met well.
- The primary schools' sports premium is being spent well by the school to improve pupils' well-being. It also allows increased participation in a wide range of competitive sports with other local schools in the Stroud Schools Sports Association as well as at county level. This includes tag rugby, netball, gymnastics, athletics, archery and swimming.
- The extended school offer includes a daily Breakfast Club and after-school activities. Parents and carers told inspectors how much they appreciate this additional support and how their children benefit from learning new skills in a safe environment.
- **The governance of the school:**
 - The governing body is an effective group that provides strong challenge and support to the school. Governors are well trained in their roles making good use of courses provided by the local authority. They have a thorough understanding of data relating to the performance of different groups of pupils. They interrogate this regularly with school leaders, in conjunction with their overview of how the pupil premium is being used to raise achievement.
 - Governors monitor the quality of teaching closely through their visits to different classes and ensure that high calibre staff are appointed to help the school's continuous improvement. Governors manage the school's finances rigorously. This includes the link between teachers' performance and salary progression as well as deployment of grants such as the pupil premium and sports funding.
 - Governors are a highly visible presence for parents and carers and are always available to discuss any concern.
 - Governors ensure that all safeguarding requirements are met.

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

- The behaviour of pupils is good. It is not outstanding because pupils have yet to become fully confident in taking control of their learning in class.
- Pupils are friendly, welcoming and polite at all times. They behave well throughout the school day. Play at morning break and lunchtime is harmonious with older pupils naturally looking after younger ones. Plentiful adult support is on hand should pupils need help.
- Parents, carers and staff are all confident that behaviour is good and that any form of disruption to learning is rare. This is borne out by the very small numbers of behavioural incidents logged along with no exclusions from school over time.
- Attendance is consistently above average. The importance of good attendance and its impact on successful learning is well understood by all.

Safety

- The school's work to keep pupils safe and secure is good. Strong systems are in place across a range of measures and these ensure that any potential vulnerability is addressed quickly and appropriately.
- Pupils have a good understanding of different forms of bullying, including racist, homophobic and cyber-bullying, and are confident that these are not issues that affect them.
- Pupils know how to stay safe in a range of situations including when using the internet and smartphones.

The quality of teaching is good

- Teaching is consistently good in all parts of the school and this supports pupils' good rates of progress, including in reading, writing and mathematics.
- Teachers have strong subject knowledge as well as high expectations and use a range of approaches that engage and enthuse pupils in their learning.
- The school has an effective system for checking on pupils' progress in English and mathematics, but pupils would benefit from this being applied across all subjects.
- Teaching is monitored closely by the headteacher, senior leaders and governors. Additional support for any pupil identified as being at risk of underachieving is put in place swiftly and this is checked regularly for its impact on pupils' progress.
- All pupils' work is marked regularly and accurately. Increasingly, as they move up the school, pupils are encouraged to respond to their teachers' comments. Older pupils told inspectors how this helps them to understand what they need to do next in order to improve their work and how to move to the next level.
- Homework is set at an appropriate level for pupils throughout the school. Pupils are confident that this helps them to enhance their understanding of what they are learning about as well as to find out more.

The achievement of pupils is good

- Pupils join the school with skills, knowledge and understanding that are broadly in line with those that are typical for their age. They make rapid progress in the Reception Year and are well prepared for more formal learning in Key Stage 1.
- The proportion of pupils meeting the expected standard in the national phonics screening check for both Year 1 and Year 2 is above the national average.
- Attainment in reading, writing and mathematics at the end of Year 2 shows an improving trend over time and all subjects are broadly in line with national expectations. Historically, the most able pupils in Key Stage 1 have not always achieved at the highest levels, that is Level 3, compared with their peers nationally. School leaders have robustly identified and tackled weaker teaching in Key Stage 1 and are now confident that standards will increase rapidly for all subjects in 2015. This is seen in the quality of current pupils' work.
- Pupils' attainment and progress at the end of Year 6 are above national expectations for reading, writing and mathematics.
- The most able pupils in Years 3 to 6 attain at a higher level than their peers in the school in reading, writing and mathematics and when compared to their peers nationally over time.
- The progress and attainment of disadvantaged pupils are higher than that of other pupils nationally. They are currently one term ahead in reading, writing and mathematics. When compared to other pupils in the

school, they are also a term ahead in reading, writing and mathematics.

- Reading is taught well throughout the school and pupils of different ages speak enthusiastically about reading for pleasure. The school ensures that a wide variety of texts are available to support pupils' interests.
- Pupils who have special educational needs and those who are disabled are well supported to achieve their best. The small numbers in the school in 2014 attained at the same level as their peers and their progress was a term ahead of their peers across all subjects, including English and mathematics.

The early years provision

is good

- Early years provision benefits from the close links between the on-site Nursery and the Reception class. Teachers in each setting communicate regularly to ensure that the individual needs of each child are met as they join the school so that no time in learning is wasted and the children achieve well.
- Most children begin the Reception year with skills and understanding that are typical for their age. They make rapid progress because of the good teaching they receive and this means they are well prepared for the start of Year 1. Any child who requires additional help, for example because of their special needs, is well supported to make the same good rates of progress as their peers.
- Children are confident learners who listen well to the adults who help them. Their behaviour is consistently good and they show kindness and respect for each other in the many different activities they engage in.
- Children are safe and secure at all times. Adults plan learning carefully to ensure that any appropriate risk is managed effectively to support children's good levels of development.
- The early years is well led and managed by experienced staff who understand the needs of each child. Progress is recorded in richly documented learning journals that are shared regularly with parents and carers.
- Senior leaders monitor the early years provision, closely overseeing any additional support that is needed for an individual. The school works well with external partners when necessary to ensure that children's individual needs are met.

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	115688
Local authority	Gloucestershire
Inspection number	453676

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Bryan McNab Jones
Headteacher	Ian Smith
Date of previous school inspection	15–16 January 2013
Telephone number	01453823265
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