

# Stanton Vale School

Thoresby Road, Long Eaton, Nottingham, NG10 3NP

## Inspection dates

25–26 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The vast majority of pupils make good progress. Their good gains in communication skills mean that they are well prepared for the next stage in their education.
- All pupils benefit from high levels of care for their physical and health needs. This makes a significant contribution to pupils' achievement both in school subjects and in their personal development.
- Good teaching has been maintained since the previous inspection. The amount of outstanding teaching is increasing. In most lessons pupils work hard because they enjoy their learning.
- Pupils show they feel safe and well cared for. This is because staff ensure that each pupil's individual needs are met very well.
- The sixth form is good. Students are well prepared for leaving school.
- Children in the Early Years Foundation Stage make a good start to their learning. This is because staff provide a wide range of learning experiences in an attractive, well-resourced classroom.
- The leadership has high expectations of what pupils can achieve. Senior leaders have clear plans to ensure that everyone works together as a team to improve pupils' achievement. All staff are helped to improve their teaching and this is supporting continuous school improvement.
- The governing body makes a good contribution to the school's leadership because they ensure that the actions they take are always contribute to their clear expectations and vision for the school.

### It is not yet an outstanding school because

- Occasionally, pupils do not make good enough progress in lessons because the targets set for them are too easy.
- Information from checks on how well pupils are doing is not always used to identify what they need to do next.
- The role of the team leaders is not yet fully developed to enable them to have a sharp enough focus on the progress made by pupils.

## Information about this inspection

- Inspectors observed 15 lessons, all observed jointly with the headteacher or deputy headteacher.
- The inspectors listened to pupils read in lessons and examined pupils' work in files and books.
- The inspectors took account of the school's procedures for safeguarding. They looked at the school development plan, leaders' evaluation of its strengths and weaknesses, curriculum and lesson planning, records of lesson observations, targets set for teachers, and documents that track pupils' academic and personal progress.
- Meetings were held with leaders, staff and a member of the local authority. A discussion was held with the Chair of the Governing Body and three other governors.
- Informal discussions were held with pupils.
- Inspectors took account of inspection questionnaires returned by 20 members of staff together with the school's own surveys of the views of pupils, parents and carers, and staff. There were insufficient responses to Parent View (the online questionnaire for parents) for these to be considered.

## Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Kathy Yates

Additional Inspector