

# Stourport Primary School

## Inspection report

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<b>Unique reference number</b>	135038
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	381781
<b>Inspection dates</b>	17–18 January 2012
<b>Lead inspector</b>	Marian Harker HMI

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>	268
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Holmes
<b>Headteacher</b>	Jacqui Elwis
<b>Date of previous school inspection</b>	29 June 2009
<b>School address</b>	Park Avenue Stourport-on-Severn DY13 8SH
<b>Telephone number</b>	01299 822120
<b>Fax number</b>	01299 871662
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	17–18 January 2012
<b>Inspection number</b>	381781



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## Introduction

### Inspection team

Marian Harker

Her Majesty's Inspector

Keith Adams

Additional inspector

Keith Shannon

Additional inspector

This inspection was carried out with two days notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed 12 teachers and lessons, of which two were joint observations with members of the senior team. Meetings were held with groups of pupils, the Chair and a member of the governing body, school staff, including senior and middle managers and a group of parents and carers. The inspectors observed the school's work and looked at a number of documents, including the school development plan, minutes of the governing body, documents relating to safeguarding and teaching records. Inspectors analysed 87 parents' and carers' questionnaires in addition to those completed by pupils and staff.

## Information about the school

Stourport is slightly larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is slightly higher than average. The large majority of pupils are from White British families with 15% from Traveller, Gypsy and Romany heritages. The proportion of pupils supported by school action plus or with a statement of special educational needs is much higher than average. Those identified have moderate or specific learning difficulties, speech, language and communication needs. Provision for children in the Early Years Foundation Stage is made in two Reception classes. The school has achieved a number of awards including Artsmark Gold, Healthy Schools Status and Sportsmark. Stourport Nursery and the 'SOS' out of school and breakfast clubs operate on the school site and are inspected separately by Ofsted. The school has met the current government floor standard. The school moved into a new building on 9 January 2012.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

This is a satisfactory school and some aspects of its work are good. The school is at the heart of the local community and is welcoming and friendly. Parents and carers are very positive about the school and say such things as, 'My child loves going to Stourport Primary.' Pupils make satisfactory progress as they move through the school. However, attainment and progress in English is not as strong as in mathematics. The overall effectiveness of the Early Years Foundation stage is good.

- The quality of teaching is satisfactory. School records and inspection evidence indicate that the proportion of good or better teaching is increasing. However, these improvements have not yet had time fully to impact on pupils' progress, particularly in English. Support staff provide sensitive and helpful support for disabled pupils and those with special educational needs. As a result, these pupils make satisfactory progress.
- Pupils' attitudes to learning and behaviour in lessons and around the school are consistently good. Pupils report that they all get on well together and bullying is extremely rare. Attendance has improved since the last inspection and is now above the national average for primary schools. Pupils are polite and courteous to visitors and they are very proud of their new school building. Parents and carers who responded to the questionnaire and those who spoke to inspectors were very positive about how well behaviour was managed in school and all agreed that their children felt safe.
- The headteacher and senior staff have an accurate understanding of the strengths and areas for development in the school. As a result of regular training and opportunities to share good practice, the quality of teaching is improving. However, teachers are not always provided with detailed feedback on their strengths and areas for development. In addition, the role of subject leaders is underdeveloped. The governing body provide good support.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and accelerate progress, particularly in English, by:
  - increasing the proportion of lessons that are consistently good or better
  - ensuring that lesson planning clearly focuses on exactly what pupils of different abilities will learn
  - moving pupils on to tasks sooner in lessons so that they have more time to complete their work and consolidate learning
  - providing pupils with regular feedback so they know how well they are progressing towards their targets.
  
- Develop leadership and management expertise and sharpen monitoring and evaluation procedures by:
  - ensuring that subject leaders monitor and evaluate performance to contribute fully to school improvement
  - ensuring that school improvement planning identifies appropriate, measurable milestones, regular monitoring opportunities and clear lines of accountability to support senior staff and governors in their monitoring and evaluation
  - ensuring that teachers receive regular in-depth feedback to help them improve the quality of their teaching.

## **Main report**

### **Achievement of pupils**

Children settle quickly in the Early Years Foundation Stage and make good progress. Pupils and groups represented in Key Stages 1 and 2 make at least satisfactory progress and some make good progress. As a result of positive relationships with parents and carers, the school has been particularly successful in improving the achievement of pupils from Gypsy, Romany and Traveller families and these pupils are making better progress than all pupils nationally. Pupils' attainment in reading, writing and mathematics at the end of Key Stages 1 and 2 are broadly in line with national figures and improving. However, rates of progress in mathematics are more consistent over time than in reading and writing. These weaknesses have been swiftly addressed by the school and a systematic approach to the teaching of phonics (the sounds that letters make), reading and writing has been successfully introduced. Boys and girls generally make similar progress. Disabled pupils or those with special educational needs, who receive regular and effective support in lessons, make similar progress to their peers.

Pupils apply themselves well in lessons, working happily together. In Year 6, pupils were thoroughly engaged in a problem solving activity using consecutive numbers. Relationships between pupils and adults are positive and pupils concentrate well even when too much time is spent listening to the teacher. Pupils report that they enjoy their learning, particularly guided reading sessions and practical lessons. The school keeps a close eye on how well pupils are achieving. If anyone is identified as falling behind, interventions are put in place and progress is carefully monitored. As a result of these timely interventions, the proportions of pupils making better than expected progress in reading, writing and mathematics are beginning to increase. All parents and carers who responded to the questionnaire agreed that their children

were making good progress. Inspection findings indicate that the majority of pupils make satisfactory progress and the proportion of pupils making good or better progress is increasing.

### **Quality of teaching**

Assessment procedures have improved since the last inspection and teachers are making better use of accurate information about how well pupils are progressing. Pupils have individual targets for reading, writing and mathematics which are related to National Curriculum levels. However, pupils are not always clear how well they are progressing towards their targets. The quality of teaching is satisfactory and improving; however, it is not yet good enough to ensure that all pupils make consistently good progress. During the inspection the quality of teaching observed was similar in English and mathematics lessons. The school's teaching records paint a similar picture over time. Mathematics is often taught in single age classes and this is having a good effect on the consistency of pupils' achievement.

Recent curriculum developments, such as carefully structured phonics lessons and regular guided reading sessions, are beginning to have a positive impact on pupils' achievement in reading and writing. Routinely, lessons are clearly planned using up-to-date assessment information. In the best examples, activities are planned to meet specifically the needs of different groups of pupils. However, in some lessons the activities planned do not take into account what pupils of different abilities will learn and, as a result, progress is limited. Teachers use modern technology with confidence to make learning more interesting. Learning intentions are routinely shared with pupils so they are clear about what they are going to learn. Good relationships between pupils and adults make a positive contribution to pupils' spiritual, moral, social and cultural development. Support staff work confidently with small groups of pupils to engage and support them fully in their learning. In good lessons, teaching is lively and enthusiastic and little time is wasted. Teachers engage pupils in their learning through learning partners and using mini whiteboards to write down their answers. In some lessons observed, pupils spent too long listening to the teacher and did not have time fully to complete their tasks.

Pupils' work is regularly marked with positive comments and in the best examples a short task to consolidate or extend learning is provided. However, this good practice is not yet a consistent feature across the school. All parents and carers who responded to the questionnaire agree that their child is well taught. Inspection findings indicate that an increasing proportion of lessons are well taught but this is not yet consistent across the school. However, the quality of teaching and learning in the Early Years Foundation Stage is good. One parent typically commented, 'I really feel that the Reception team are a credit to the school.'

### **Behaviour and safety of pupils**

The very large majority of parents and carers who responded to the questionnaire or met with inspectors agree that there is a good standard of behaviour at the school. One parent typically commented, 'The staff are very approachable and deal effectively with any disruptive behaviour.' Inspection findings agree with parents and carers that behaviour is typically good at Stourport Primary. Pupils enjoy talking to

visitors and are keen to express their views about the school. Pupils from all groups and communities within the school are positive about school life and are adamant that bullying is extremely rare in their school. School records over time indicate that the pupils' view is accurate. Exclusions are also very rare. Behaviour and engagement in lessons are consistently good even though at times the pace of learning slows. The school has a clear system of rewards and sanctions, and these are well-known by pupils. Case study evidence indicate that the school has been successful in supporting pupils with behaviour difficulties. The school has been successful in improving rates of attendance and punctuality since the last inspection. A close eye is kept on the attendance of different groups of pupils and the school acts quickly to engage families if they have any concerns. As a result, rates of attendance are above the national average for primary schools.

All pupils who responded to the questionnaire agree that they feel safe when they are in school. Pupils, including those in the Early Years Foundation Stage, have a good understanding of how to keep themselves safe. During the inspection an unplanned fire drill demonstrated that secure procedures were in place to deal with emergency situations. All pupils responded sensibly and quickly during the evacuation of the new school building.

### **Leadership and management**

The headteacher and the senior team provide dedicated and passionate leadership which is moving the whole school community forward. Subject leaders are beginning to take on more responsibility for pupils' progress, but they do not have regular opportunities to monitor the quality of teaching and learning in lessons and thus cannot fully contribute to school improvement. Procedures for monitoring and evaluating the school's work are secure and self-evaluation is generally accurate, if a little generous. The quality of teaching is regularly monitored but lesson observations do not clearly focus on the impact of teaching on pupils' learning and progress. Feedback to teachers does not consistently outline in any depth how their practice should be improved in order to accelerate pupils' achievement. Teachers report that professional development training they have received to improve pupils' reading and writing has been helpful and is making a positive difference in lessons.

The school improvement plan accurately identifies areas for improvement, but these are not consistently linked to clear measurable outcomes, monitoring opportunities or specific lines of accountability so that senior leaders and the governing body can track progress over time.

Since the last inspection, the school has implemented a thematic approach to curriculum planning. This innovation is having a positive impact on pupils' learning, behaviour and enjoyment. The curriculum provides a wide range of opportunities for pupils to learn about different topics in depth, make learning links between different subjects and have more planned opportunities to develop their reading and writing skills. Pupils' spiritual, moral, social and cultural development is satisfactorily promoted through the curriculum, in assemblies and through off-site visits and visitors to school.

The governing body is well organised and very supportive. Governors know the

school and its community well and use their expertise to benefit the pupils. Safeguarding pupils is a high priority for the governing body and senior leaders, and the latest requirements are fully met. The school has paid diligent attention to health and safety issues on the new school site. The school is successful in ensuring equal opportunities for all pupils including those with specific needs and in preventing discrimination. One parent typically commented, 'My child enjoys coming to school and it has played a major part in making her part of her local community.'

Improving levels of attainment and pupils' achievement alongside an increasing proportion of good or better lessons contribute to the school's satisfactory capacity for further improvement.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



19 January 2012

Dear Pupils

**Inspection of Stourport Primary School, Stourport-on-Severn DY13 8SH**

Thank you for the help you gave us when we visited your school. We enjoyed talking with those of you we met, including the school council, and visiting your lessons. Thank you to the pupils who completed the inspection questionnaire. You told us that you were happy at school, you felt safe and that bullying was extremely rare in your school and that staff deal with any concerns you have promptly. We could see that you get on really well together, your behaviour is good and you know a lot about how to stay safe, particularly in your beautiful new school building.

We found that Stourport is a satisfactory school. The children in the Early Years Foundation Stage make good progress. We have asked your headteacher, staff and governors to do a number of things to improve your school. We have asked your teachers to make sure that you are all given challenging activities in lessons, you are given time to complete tasks and as a result make at least good progress, particularly in your reading and writing. We have also asked your school leaders and governors to make sure that when they check the work of the school they concentrate on how well you are all doing in your lessons. We have asked that school plans are written in a way that is helpful to all the staff and the governing body, so they can check how well the school is doing.

You can all help to improve your school by continuing to work hard and attending school every day. Thank you for being so kind and helpful during our visit. We wish you every success in the future.

Yours sincerely

Marian Harker  
Her Majesty's Inspector

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