

Stockingate Mill Junior School

Inspection report

Unique Reference Number	130865
Local Authority	Wakefield
Inspection number	360139
Inspection dates	7–8 December 2010
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Mr Mark Henfrey
Headteacher	Mrs Hazel Winter
Date of previous school inspection	20 February 2008
School address	Stockingate South Kirkby, Pontefract West Yorkshire WF9 3DP
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Introduction

This inspection was carried out by three additional inspectors who observed eight teachers over 15 lessons. Meetings were held with groups of pupils, governors and staff. The inspectors observed the school's work, and looked at documentation relating to the achievement of pupils, the curriculum, policies and procedures to keep pupils safe and the minutes of the governing body. The inspectors analysed staff and pupil questionnaires and the 47 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of leadership and management at all levels on the school's drive for improvement.
- Whether the quality of teaching and learning promotes sustained improvement in pupils' attainment in English, including for boys and the less able.
- How involved pupils are in setting their individual targets and how effectively they are used in lessons to promote ownership of their learning.

Information about the school

This is a smaller than average school. The proportion of pupils known to be eligible for free school meals is above average. Almost all pupils are of White British heritage. An above average proportion of pupils have special educational needs and/or disabilities, of which most are moderate learning difficulties.

The school is part of the Minsthorpe Community Pyramid of Schools. It holds Activemark and National Healthy Schools status.

The school is subject to reorganisation proposals due to the local authority's plans to merge infant and junior schools.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Pupils' achievement is satisfactory and their attainment is average. The curriculum and the care, guidance and support of pupils are stronger aspects of its work, and are good. As a result, pupils behave well are enthusiastic about learning, and feel safe in the secure, caring and happy environment.

Improved assessment procedures have provided the school with good data to monitor and evaluate pupils' progress and together with a focus on raising attainment the school is starting to move forward more confidently. Progress in all year groups is satisfactory. The strategies put into place in English to raise achievement have reaped benefits. More innovative tasks and one-to-one support have successfully improved boys' writing. Although teaching is satisfactory overall, it is inconsistent and this restricts the pace of pupils' progress. While in effective lessons planning caters accurately for the range of abilities represented, and pupils make good progress, in other lessons tasks are too easy or too hard and progress is slower. This especially hinders the progress of the more-able pupils and those who find aspects of learning difficult. Pupils enjoy investigating and working independently; although sometimes they are not given sufficient time to learn for themselves.

Pupils are proud of their involvement in the school including the responsibilities they are offered. Increasingly, the school is expecting pupils to take ownership for their learning through their targets. They are delighted with their target sheets and in showing that they have achieved their goal three times and are ready to move forward. This is effectively spurring pupils on to new targets.

The school is strengthened by the shared vision of the staff. The role of middle managers is broadening and their common and specific focus is quickening the rate of change. However, as with other aspects, there is inconsistency in the quality and regularity of monitoring. The governing body is supportive but as yet is not sufficiently involved to gain a broad enough understanding of all aspects of the school's work. Nevertheless, the school is clear about the way ahead and improvements since the last inspection especially in boys' achievement in English confirm the school's satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment and accelerate progress by:
 - matching tasks more closely to the needs and abilities of individual pupils
 - providing sufficient time in lessons for pupils to work independently and learn for themselves.

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- Strengthen the impact of leadership and management by ensuring that:
 - the monitoring of teaching is robust, the findings are addressed promptly and are regularly revisited
 - the governing body has clear responsibilities and is involved in all aspects of school life so that it is able to help determine the future direction of the school
 - the evaluation of pupils' progress by middle leaders, in all subject areas, is consistently robust across the school.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

In many lessons pupils are keen to improve and extend their skills. This was observed in an effective numeracy lesson in Year 3 and pupils were thoroughly focused throughout on their tasks. They were engrossed in their learning from the start of the lesson. The interesting stimuli, such as the journey of a spider, challenged pupils and allowed them to find out for themselves. Similarly, Year 6 pupils held a lively discussion about Scrooge's actions and they achieved well. However, these good features are inconsistent and pupils are not always sufficiently challenged or encouraged to research and follow their own line of enquiry. In a lesson which did not have a clear enough focus, pupils' progress was slow because they were unsure of the purpose of the activity. As a result, overall progress is satisfactory.

Achievement is satisfactory. From starting school with levels that are in line with national expectations, pupils reach average levels of attainment in English, mathematics and science by the end of Year 6. English, which has previously been below that expected from pupils' average starting points, is now average, due to boys' stronger writing skills. Pupils with special educational needs and/or disabilities and those who have fallen behind in their learning make satisfactory progress. Although these pupils often receive extra support, it is not always carefully enough planned especially for the start of lessons, to ensure pupils are able to play a full part in the lesson. More-able pupils are not always sufficiently challenged and do not always make enough progress.

Pupils speak enthusiastically about school, enjoying their involvement and the responsibilities the school offers them. Although their attendance is average, it is improving quickly in all year groups. Pupils understand the importance of living a healthy life, which is demonstrated in their keenness to keep fit, taking part in popular after-school sporting activities and eating healthily. Pupils speak confidently about how to keep safe, such as knowing how to stay safe while using the internet. They behave well and show support and care for each other. It extends into the community where they are regularly involved in fund-raising, participating in concerts and helping in the local infant school. Overall the school promotes pupils' spiritual, moral, social and cultural development well, both through the curriculum and in daily routines. Cultural understanding is a developing aspect of the school's work. Together with attainment that is average, pupils are soundly prepared for secondary school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The good relationships between pupils and staff, and pupils' positive attitudes to learning, set the scene well for learning. Where teaching is good, pupils make quick progress because tasks interest and involve them and expectations are high. The pace is brisk and questioning is probing, specific and extends learning. However, the majority of teaching is satisfactory, resulting in pupils making sound progress through the school. In such lessons, there is often not enough time for pupils to find out for themselves and they lose interest. In lessons pupils often spend too much time listening to teachers and not enough time being actively engaged with their learning. This is aggravated when planning does not take into account the different abilities of pupils and the tasks are not pitched at the correct level. Examples of very helpful marking were seen and comments made it clear to pupils what they have achieved. Only a few comments inform pupils of the next steps in learning. Pupils are beginning to assess their own learning and that of other pupils.

The curriculum makes a good contribution to pupils' enjoyment of learning and their good personal development. Although literacy and numeracy are taught discretely, there are also many opportunities for pupils to practise their skills across a range of subjects. The links between subjects are broadening and extending pupils' learning, making it more interesting and increasingly enabling them to see the relevance of their learning. They enjoy the creativity in the curriculum which shines through in themed days and weeks and family learning settings and which promotes their independent and skills-based learning.

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Provision for information and communication technology, which is taught both as a subject and across subjects, ensures that pupils build on their competences as they go through the school and practise their competences in a range of subjects. Through links with other schools, learning opportunities are being extended, by using, for example specialist teachers for French and music and sports coaches. While provision for pupils with special educational needs and/or disabilities is appropriate, that for pupils with particular gifts and talents is a developing aspect, through links with a secondary school. A range of popular after-school activities and visits broaden pupils' learning, promote their good personal development and help them to discover their talents and interests.

Pupils feel safe and secure within a caring environment. They express confidence in the staff who they say are always there to help them. Pupils settle quickly into the school, helped by good liaison with the infant school and with parents and carers. Preparation for secondary school is comprehensive and helps pupils to feel confident about starting the next stage of their education. The school's detailed knowledge of its pupils enables the staff, under the effective work of the learning mentor, to address individual social and emotional needs promptly. As a result, there have been marked improvements, including in the behaviour, attendance and attitudes of several pupils. The school's systems are strengthened by the constructive relationships that it has with a wide range of agencies.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior team have demonstrated their clear focus and drive to raise attainment, following on from the recommendations made at the last inspection. Staff share their ambition to improve the quality of education. As a result, secure foundations have been laid and are being embedded, through good monitoring systems. However, as yet, the actions taken have had insufficient impact on raising the overall quality of teaching.

Equality of opportunity is satisfactory and improving now the school evaluates the progress of all groups of pupils. The impact is clear in the raising of boys' achievement in writing and shows that the school is now in a better position to tackle any discrimination. The governing body provides satisfactory leadership. It has pockets of detailed knowledge about the school but has variable overall understanding of its performance, including the quality of teaching. Thus, its ability to challenge its work is restricted. Governors ensure safeguarding procedures are met.

The school's effective and broad-ranging partnerships with a variety of organisations extend the learning opportunities of the pupils and strengthen the school's systems for

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guiding and supporting them. Staff respect parents and carers and the school communicates regularly with them and offers opportunities for them to attend learning workshops. However, although parents receive an annual report about their children's progress, it is not enough to ensure that they are well informed and have up-to-date information. Community cohesion is being promoted satisfactorily through the school, but planning does not provide a clear structure to address all of the required elements.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Most parents and carers who responded to the questionnaire were supportive of all aspects of the school's work. Several commented on aspects of its performance. The words of one parent or carer who described the school as, 'Warm and welcoming, with good morale,' summed up the feelings of several. A very small minority disagreed, for example, that the school helped them to support their children's learning or informed them about their child's progress. However, of the few with concerns, most parents and carers felt that the school did not deal effectively with unacceptable behaviour. The inspection team found no evidence to support this because behaviour was good throughout the inspection. The headteacher has been informed of individual concerns while retaining the writer's confidentiality. She is keen to provide more regular reports to parents and carers about their child's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stockingate Mill Junior 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	47	25	53	0	0	0	0
The school keeps my child safe	25	53	22	47	0	0	0	0
My school informs me about my child's progress	14	30	31	66	1	2	1	2
My child is making enough progress at this school	23	49	21	45	2	4	1	2
The teaching is good at this school	21	45	26	55	0	0	0	0
The school helps me to support my child's learning	12	26	31	66	3	6	1	2
The school helps my child to have a healthy lifestyle	11	23	32	68	3	6	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)	15	32	29	62	1	2	0	0
The school meets my child's particular needs	14	30	32	68	1	2	0	0
The school deals effectively with unacceptable behaviour	17	36	25	53	4	9	1	2
The school takes account of my suggestions and concerns	11	23	34	72	1	2	1	2
The school is led and managed effectively	15	32	29	62	2	4	1	2
Overall, I am happy with my child's experience at this school	20	43	25	53	2	4	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



9 December 2010

Dear Pupils

Inspection of Stockingate Mill Junior School, Pontefract, WF9 3DP

Thank you for welcoming us into your school. We enjoyed watching you learning and playing and hearing your views about your school. You are proud of the range of activities and responsibilities that the school offers you. We were pleased that your Christmas concerts went well. Your singing was excellent.

You enjoy school, feel safe and behave well. The curriculum is good. You particularly like the after-school clubs, visits and visitors which make learning interesting, give you more knowledge and teach you new skills. The staff care for you well and help you with any problems that you may have. Although your attendance is average, it is improving quickly. Well done!

You make satisfactory progress through the school and the levels that you reach are average. In good lessons, though you make good progress. We have asked your headteacher to help you all to make good progress and attain more highly by making sure that the tasks you are given in lessons are at just the right level to help you to learn more quickly. They will also make sure that you are given enough time to practise what you have learnt. The headteacher and the staff work hard for you. We have asked the senior staff, middle leaders and the governing body to check the school's work as thoroughly as possible to make sure that they know exactly what is happening through the school and whether it can be improved.

We know you like your school very much and we hope that you will help the staff to make these improvements by continuing to try hard in all that you do at school.

Yours sincerely

Lynne Blakelock

Lead inspector

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