

Stoke Primary School

Inspection report

Unique Reference Number	103679
Local Authority	Coventry
Inspection number	355427
Inspection dates	9–10 December 2010
Reporting inspector	Terry Elston

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	Gareth McNab
Headteacher	Helen Tressler
Date of previous school inspection	7 November 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed all 14 teachers and visited 22 lessons. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at the tracking of pupils' progress, school improvement targets, curricular planning documents, evidence of lesson observations and information from questionnaires completed by pupils, staff and 48 parents and carers.

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

- To what extent the teaching and curricular provision ensure pupils make sufficient progress in mathematics.
- The achievements of pupils with special educational needs and/or disabilities and whether the provision for them is effective in improving their skills.
- How well the leaders evaluate the quality of teaching to ensure that pupils make consistently good progress throughout the school.
- How effectively staff manage pupils' behaviour.

Information about the school

This is a larger-than-average primary school with the majority of pupils from minority ethnic groups speaking English as an additional language. The proportions of pupils known to be eligible for free school meals and who have special educational needs and/or disabilities are both above average. Recent awards include Eco Schools Silver, International Schools, Activemark, Basic Skills Quality Mark and Healthy Schools status. Children enter the Early Years Foundation Stage in the Nursery.

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

Stoke Primary provides a satisfactory quality of education. Pupils' progress from their low starting points, and their achievements relative to their abilities, are satisfactory. By the end of Year 2, their attainment is below average in reading, writing and mathematics but improving in reading. By Year 6, their attainment is low but improving, most notably in reading and writing. The attainment of the current group of pupils in Year 6 is broadly average in reading and writing but below in mathematics. In English and mathematics, the proportion of pupils attaining the higher levels is lower than in most schools. In mathematics, too few pupils are able to calculate quickly in their head or solve complex problems. The satisfactory provision for pupils with special educational needs and/or disabilities means they make satisfactory progress and do well in reading where the support for them is most effective.

Parents and carers speak highly of the school and particularly value the good care and support provided. They appreciate the way their children enjoy school and are made to feel safe. One parent's view was typical of many when writing, 'The way teachers take care of my child and make him feel secure means he could not be happier.' Pupils develop their personal skills well and reflect deeply on issues such as poverty and the care of the environment. They are good ambassadors for their school when going on visits. They enjoy taking responsibility as members of the school council and eco-committee. Pupils nearly always behave well and bullying is rare. However, when the rules are not made clear enough for them, they call out in class or chat to each other when the teacher is talking.

The inconsistencies in the quality of teaching explain why pupils learn faster in some classes than others. While most teachers have high expectations of pupils' work, others ask too little of them and the more-able groups in particular are held back. Most teachers have a secure knowledge of the subjects they teach, although not all are confident in the way they use the mental mathematics sessions at the start of lessons. Occasionally, pupils have to sit too long on the carpet so they start to fidget and lose concentration.

Pupils enjoy the way the curriculum has been developed around themes that link together subjects such as history, geography and science. They write interesting pieces about Australia, for example, during 'International weeks' and develop a good knowledge of life in contrasting countries. The use of mathematics in these topics is, however, underdeveloped given the weaknesses in the subject.

The school has made adequate progress since the previous inspection; it has made good improvements in the provision for pupils' spiritual, moral, social and cultural development. It is satisfactorily placed to make further improvements. The quality of the school's self-evaluation is satisfactory. The headteacher and senior leaders are clear about the school's strengths and weaknesses and have a good plan to raise attainment in mathematics. They

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compile detailed records of pupils' attainment and progress, but these are not analysed well enough to give them or the teachers sufficient information on how well different groups of pupils are doing in each class. The leaders evaluate the quality of teaching and learning satisfactorily and make regular checks on the quality of their planning. However, while they are quick to praise teachers for their strengths, they do not always make it clear what they need to do to improve.

What does the school need to do to improve further?

- By July 2011, raise attainment in mathematics by:
 - providing more opportunities for pupils to develop their quick recall of number, particularly in the mental mathematics starter sessions
 - ensuring that all teachers have a good knowledge of the requirements of the mathematics curriculum
 - providing more opportunities for pupils to practise their number skills in all subjects.
- Improve the quality of teaching and learning by ensuring that teachers:
 - provide work that makes the best of the more-able pupils' talents
 - move pupils on faster from whole class sessions to them working at tasks matched to their abilities
 - have clear and high expectations of pupils' behaviour.
- Improve the effectiveness of leadership and management by the leaders:
 - evaluating the quality of teaching and learning more rigorously so that teachers know how to improve
 - making better use of data so that they and the teachers are clear about which groups of pupils are underachieving.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

At Key Stage 1, pupils enjoy reading but while most use their word-building skills effectively to work out unfamiliar words, few read with fluency. They write interesting stories but these are usually brief and boys in particular take a while to put pencil to paper. The majority of pupils count accurately but often have to use their fingers to answer questions such as, 'If Santa has 10 presents and he delivers seven, how many has he got left?' At Key Stage 2, most pupils read with expression and use the internet competently to conduct their own research into topics such as life in India. They use interesting words in their stories but their spelling and punctuation are sometimes inaccurate. This is particularly the case when writing in subjects other than English. In mathematics, pupils' weak basic skills affect their progress, particularly when asked to solve problems involving patterns of numbers, for example, or work out the properties of two-dimensional shapes.

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Pupils with special educational needs and/or disabilities make satisfactory progress, but while many do well in their reading they make slow progress in mathematics. They are supported well in class and in small groups, and have some good opportunities to work on their own and develop their independent learning skills. The effective bilingual support for the large number of pupils who speak English as an additional language means they make satisfactory progress, overall, and do well in their use and understanding of English.

Pupils act responsibly and take good care of one another. They have a good awareness of different faiths and cultures and enjoy learning about the festivals celebrated by those from all backgrounds. Despite weaknesses in numeracy skills, pupils are satisfactorily prepared for the future through their regular attendance, links with organisations such as the Business Partnership Centre, mini-enterprises and organising fundraising for local and national charities. They have a good awareness of how to take care of their bodies and enjoy the healthy options at lunchtime. Attendance is broadly average and nearly all arrive on time.

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	4
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?

In the majority of lessons, teachers provide a good balance between their teaching of new skills and pupils finding things out for themselves. However, sometimes there are too few opportunities for the more-able pupils to work independently and attain higher standards. Teachers generally manage pupils' behaviour well, but learning is slower when they allow

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pupils to call out instead of putting their hands up and miss those who are chatting to their neighbour when doing group work. Teachers make satisfactory use of assessment to plan work and their marking shows pupils clearly how to move on to the next steps.

The school has recently developed a curriculum that links subjects together well in order to make learning more fun and to enable pupils to explore topics in depth. The provision for literacy is satisfactory and provides many opportunities for pupils to hone their reading and writing in all subjects. This is not so much the case with numeracy. The good personal, social and health provision means that pupils learn much about healthy living and how to stay safe. Partnerships with other schools provide good opportunities to share expertise and enhance provision for sport and for gifted and talented pupils.

Parents and carers appreciate the way all adults know their children very well and make their children feel safe and valued. Pupils whose circumstances make them vulnerable benefit from good care, both from the school and from outside professionals. The good systems to support pupils entering from the pre-school settings or moving on to the secondary schools ensure that they are well prepared for the next stage in their learning.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and other leaders are successful in their aim to make the school a welcoming place where pupils feel happy and safe. The school's self-evaluation provides a secure basis for driving school improvement towards challenging targets. This has helped improve attainment in English and, to a lesser extent, mathematics this year. However, while the leaders collect extensive data on pupils' progress and observe teachers regularly, their analysis lacks the rigour to pinpoint precisely where the weaknesses lie in order to fully rectify shortcomings in the teaching and learning.

The school's leaders are committed to eliminating any form of discrimination and racism is unheard of. They do much to promote equal opportunities for all pupils, particularly by checking on the progress of different ethnic groups, providing bilingual support for those who speak English as an additional language and ensuring that resources meet the learning needs of boys and girls. The weakness, however, is the variability in the progress made by pupils in different classes.

In order to promote community cohesion, the leaders have forged good links with contrasting schools in the United Kingdom and overseas and provide much in the curriculum to teach pupils about the lives other people in the world. However, they do not evaluate this provision sufficiently to gain a good knowledge of its impact on pupils'

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cultural awareness. Strong links with parents and carers ensure that they feel well informed about the school's work and their children's progress. They enjoy attending school events and appreciate regular questionnaires to put forward their views.

The governing body provides satisfactory support and challenge to the school. Its members have a sound awareness of the school's strengths and weaknesses but few know enough about pupils' standards to fully hold the leaders to account. The governing body shows a good awareness of safeguarding issues. Systems are robust and procedures monitored regularly.

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	2
The effectiveness of partnerships in promoting learning and well-being	3
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

Early Years Foundation Stage

The provision for children in the Early Years and Foundation Stage is satisfactory. They enter the Nursery with skills and levels of knowledge much lower than those expected for their age, particularly in communication, language and literacy. Induction into the Nursery is comprehensive where children are settled, confident and happy.

Children make satisfactory progress and the majority attain the goals expected for their ages at the end of Reception. Their personal development is good. They learn to look after themselves and soon put on their own coats and wash their hands. Most behave well, but a minority in the Reception play roughly at times and find it hard to share resources.

Children's learning and development are satisfactory. Bright, stimulating displays provide an exciting environment where children enjoy many imaginative and lively activities. Although there is a satisfactory range of activities outdoors, the area lacks challenging climbing equipment and large wheeled toys. Adults plan interesting activities that provide a good balance of work and play. However, these plans sometimes focus more on what

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children will do rather than what they are expected to learn. New assessment systems are still bedding in, but provide an accurate picture of children's progress and the next steps.

Leadership and management are satisfactory. The provision is evaluated satisfactorily and areas for improvement, including the outdoor provision, are relevant to the children's needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	3
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The number of responses to the questionnaire is lower than usually found in a primary school of this size. Parents' and carers' views are very positive. They are rightly appreciative of the way all staff look after their children and help them enjoy school. They feel that the teaching and learning are good but a small minority rightly believe that their children could make faster progress in some classes. There were a few justifiable concerns about the behaviour of a small number of pupils that affected the learning of others.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoke Primary 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 470 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	63	18	38	0	0	0	0
The school keeps my child safe	31	65	16	33	0	0	0	0
My school informs me about my child's progress	24	50	21	44	1	2	0	0
My child is making enough progress at this school	20	42	23	48	2	4	0	0
The teaching is good at this school	25	52	22	46	0	0	0	0
The school helps me to support my child's learning	25	52	20	42	2	4	0	0
The school helps my child to have a healthy lifestyle	24	50	23	48	0	0	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)	18	38	24	50	1	2	0	0
The school meets my child's particular needs	23	48	23	48	2	4	0	0
The school deals effectively with unacceptable behaviour	24	50	21	44	1	2	0	0
The school takes account of my suggestions and concerns	15	31	26	54	2	4	0	0
The school is led and managed effectively	21	44	23	48	1	2	0	0
Overall, I am happy with my child's experience at this school	30	63	16	33	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.



13 December 2010

Dear Pupils

Inspection of Stoke Primary School, Coventry, CV2 4LF

Thank you for making us so welcome when we came to your school. We really enjoyed seeing you work hard in lessons and play so happily outside. The many of you who were kind enough to speak to us showed how proud you are of your school. Your school is satisfactory which means that while some things are good, others could be better.

You work hard and make satisfactory progress. You behave well and this helps to make school a happy place. The school makes sure you have a good knowledge of how to keep safe and live healthy lives. You think a lot about people who are not as fortunate as you. Your headteacher and other leaders help to run the school smoothly. The activities provided for you and the many clubs at lunchtime and after-school help to make school fun. Your teachers make lessons interesting and are good at helping you when you find things difficult. All staff at the school take good care of you and keep you safe. The school makes sure your parents and carers know how well you are working.

We would now like the school to:

- help you make faster progress in your mathematics - you can help by practising your number work at home
- make sure all lessons are as good as the best ones
- make sure the leaders check on the progress you make more carefully and see where it needs to be even faster.

We wish you well for the future.

Yours sincerely

Terry Elston

Lead inspector

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