

# Stoke-on-Tern Primary School

## Inspection report

---

<b>Unique Reference Number</b>	123399
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	359429
<b>Inspection dates</b>	8–9 March 2011
<b>Reporting inspector</b>	Anne Pitt HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Folkard
<b>Headteacher</b>	Heather Russell
<b>Date of previous school inspection</b>	7 July 2008
<b>School address</b>	Rosehill Road Stoke Heath, Market Drayton TF9 2LF
<b>Telephone number</b>	01630 638332
<b>Fax number</b>	01630 638332
<b>Email address</b>	Admin.stokeontern@shropshirelg.net

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	8–9 March 2011
<b>Inspection number</b>	359429

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited eight lessons and observed six teachers. Meetings were held with the Chair of the Governing Body, the staff and groups of pupils. Inspectors observed the school's work, and looked at school documents, pupils' work, and questionnaires from pupils and staff including 36 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The inspectors considered the standards reached and progress made by pupils during the current academic year in English and mathematics.
- They investigated the quality of teaching and learning throughout the school in mixed-age classes.
- They examined the accountability of senior managers and their impact on driving up standards in the school.

## Information about the school

This is a small school. It serves pupils from armed forces, rural and Traveller communities. Most pupils, but not all, are from White British backgrounds. The proportion identified by the school as having special educational needs and/or disabilities is above the national average. The proportion of pupils known to be eligible for free schools meals is below average. There is a private nursery on the school site which is managed by the governing body.

**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

Staff are caring and committed to the welfare of pupils. A positive ethos underpins strong relationships between pupils and teachers. This is one of the reasons why all pupils enjoy coming to school. Behaviour is good and bullying is rare. Pupils say that any incidents are dealt with quickly. Pupils are polite, courteous and considerate to others. They talk enthusiastically about the good range of activities on offer at the school.

Current academic performance across the school is satisfactory and improving.

Five-year-olds get off to a good start in the Reception and Year 1 class. The practical, hands-on approach and focused teaching mean that children learn quickly so that by the time they are six they have achieved the goals expected of them. Pupils in the rest of the school make steady progress and when they leave in Year 6 they reach average standards. Improvements to the efficiency and precision with which the school now tracks pupils' attainment mean that the school is poised to achieve even better rates of progress. Priorities for such improvement are clearly defined in the school development plan.

Enthusiastic and competent teaching underpins the school's warm and caring atmosphere. The teachers' eagerness to explain and help pupils learn sometimes results in fewer opportunities for pupils to work independently. The lessons seen were mainly satisfactory with some that were good. Typically lessons are interesting, well-planned and proceed at a reasonable pace but they are sometimes impeded by pupils being set work which is too easy or too hard.

The headteacher, senior management team and Chair of the Governing Body are relatively new to the school. They are committed to continuous improvement and have a realistic view of its strengths and weaknesses. Reorganisation within the staffing is presenting opportunities for spreading responsibility more widely. Good initiatives have been introduced to improve writing, mathematics and the involvement of governors. Senior staff are developing their roles and they are aware of the need to check the work of the school more regularly and systematically. The school's capacity to improve is secure.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

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

- Increase the proportion of good or better teaching to ensure that pupils make consistently good progress by:
  - ensuring that teachers use assessment information to plan and adapt activities to meet the needs of pupils of different abilities

**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

- sharing existing good practice in marking so that pupils know precisely what they need to do to improve their work
- providing pupils with more opportunities during lessons to work independently
- Sharpen systems for evaluating the work of the school by:
  - putting in place rigorous, systematic and regular opportunities to check teaching, the progress pupils make and the effectiveness of new initiatives
  - involving leaders at all levels, including governors, in the process
  - taking account of the views of parents and carers.

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

Pupils have positive attitudes to learning and work hard in lessons. Most sustain good levels of concentration even when tasks are not quite pitched at the right level for their needs. Pupils take a pride in their work. No particular group stands out as doing better than any other. Pupils with special educational needs and/or disabilities made the same progress as others in the lessons seen due to the helpful support provided by classroom assistants. Pupils in the nurture group have also benefited greatly from targeted support to improve their attitudes, confidence and self-esteem.

School data show that currently children start at the school with skills that are slightly below expected levels, although this varies from year to year. During the Reception year they gain skills quickly to achieve the expected goals of young children. Standards in the end-of-key-stage tests in 2010 for pupils in Year 2 and Year 6 were broadly average. However, the school's tracking data and predicted results for this year indicate a rising trend in Key Stage 1. National progress measures, at Key Stage 2 show that pupils, over the last 3 years made satisfactory progress by the time they left at the end of Year 6.

Pupils say they feel safe and are taught well about risks especially relating to site security. Their behaviour is good and they are polite. The pupils make a positive contribution to the school and local community. They get involved in local and national fundraising activities. The school council has led a high profile project on bullying which has meant pupils are more confident to report incidents which are dealt with effectively by the staff. Lunchtime in the school hall is social and pleasurable. Pupils are well aware of making healthy choices. The pupils' cultural development has improved since the last inspection. Their knowledge of the local, national and international context in which they live is growing. Older pupils talk maturely about contrasting everyday life in Africa. Pupils realise the importance of the need to stay fit and healthy. They participate well in physical activities. After school clubs are much enjoyed particularly the dance and football opportunities. Attendance figures are average.

**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

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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 teaching seen during the inspection was mainly satisfactory. Good teaching was seen in classes with the youngest and oldest pupils. Typically lessons are well organised and pupils respond well. Good use is made of electronic whiteboards to provide visual examples that stimulate interest and help pupils learn. Teachers and support staff know pupils well and behaviour management is positive and encouraging. Teachers provide careful instructions and explanations but sometimes these dominate the lesson and this limits the time pupils have to work independently. There is targeted and competent support for pupils with special educational needs and/or disabilities.

Since the last inspection, the school has introduced a more effective approach to how teachers assess pupils. This is helping teachers identify what pupils need to do to improve but they do not always use this information precisely to plan activities that meet the needs of different ability groups. This is especially so in English and mathematics where teachers mostly expect pupils to do similar work. The marking of pupils' work is positive and pupils are praised for what they achieve. Some is exemplary and leaves pupils in no doubt about what they need to do better next time but this approach is not widespread.

The curriculum meets statutory requirements and is adequately matched to the needs of pupils. It has great strength in its creativity. A walk around the school during an afternoon revealed an enriching curriculum. The school choir sang enthusiastically excerpts from Joseph's Amazing Technicolor Dream Coat; pupils cooked flatbreads in the kitchen; others

**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

made dye out of plants and painted pictures with it; one-to-one tuition was taking place on reading and word building; and older pupils were engaged in reading a range of genre from the reading swap box. Outside, the youngest pupils enjoyed the Forest School by looking at chickens and making models out of clay and the nurture group learned how to care for the school's pet guinea pigs.

Care, guidance and support for pupils have a high priority in the school and the provision is effective. Parents say how much they value the care and support shown to children. Lunchtimes are happy and well-supervised times when pupils enjoy playing games. Well-forged links with a range of education, medical and social support agencies also support the best interests of the pupils. Pupils from armed forces and Traveller communities that start at different times of the academic year are helped to settle quickly through the school's welcoming and sensitive approach.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Staff questionnaire responses show overwhelming support for the school's leadership. The senior leadership team has led important initiatives to help staff improve the school's provision in mathematics and writing. It has also introduced a reliable tracking system that allows accurate monitoring of pupils' progress from term to term. This is a secure platform for improvement. The challenge facing the school's leadership is to build successfully on these sound foundations, by introducing regular and systematic ways of checking on the quality of the school's provision.

The governing body provides satisfactory support for the school's leadership and the Chair of the Governing Body articulates clear vision about how the governing body can become more involved in holding the school to account. The school satisfactorily promotes equality and tackles discrimination. Pupils say that they are treated fairly and with respect.

Safeguarding procedures are effective, and at the time of the inspection all the regulations and standards were met. Systems for quality assurance and

- risk assessments are very well developed.

The school's promotion of community cohesion is developing. Pupils have a good understanding of cultural differences and local, national and international matters. The draft policy requires the approval of the governing body and the next step is to develop pupils' understanding of urban communities.

Partnerships with parents, carers and agencies that support the school in its work are good. Parents are very welcome in school as seen during the inspection when they took

**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

part in book week activities. The headteacher has introduced a new report format in response to concerns from parents and there is also an increasing number of parents involved in the parent-teacher association. A regular newsletter and new school website have been introduced. Other partnerships, particularly through the nursery, local schools and cluster arrangements ensure that pupils transfer smoothly between different phases of education.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

There is strong provision in the Nursery and children make good progress. The leadership and management are highly skilled. The Nursery is a calm and safe environment. All the requirements for its registration are met. Adults plan and supervise the activities well. The children enjoy the wide range of activities on offer such as counting, making collections of natural materials found outdoors and developing early writing skills.

The provision in the main school is good. From below expected levels of ability on entry the children make good progress to work within the normal expectations by the end of the Reception year. Children's social development and behaviour are particularly strong because of the good relationships between adults and children and the harmonious and caring atmosphere that they experience. Good links with the Nursery and effective induction procedures help children to settle quickly and enjoy the supportive environment. Opportunities through hands-on practical activities and exploration are a strength. There is a good balance between child-chosen activities and those directed by adults. Children work effectively and purposefully in and outdoors. Staff work well together as a team and make frequent observations of children's learning. As in the main school, these assessments are not always used effectively to ensure tasks are well matched to the needs of the children.



**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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Responses to the questionnaire show that there is general satisfaction with the school. All acknowledged that children are happy at school. It is noted that a number of parents and carers are concerned about behaviour. However, during the inspection no incidents of poor conduct were observed and behaviour was managed well. The school is very aware that it needs to take greater account of the views of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoke-on-Tern 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 received 36 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	39	22	61	0	0	0	0
The school keeps my child safe	17	47	15	42	4	11	0	0
My school informs me about my child's progress	12	33	18	50	4	11	0	0
My child is making enough progress at this school	11	31	19	53	4	11	2	6
The teaching is good at this school	11	31	16	44	5	14	0	0
The school helps me to support my child's learning	9	25	21	58	3	8	0	0
The school helps my child to have a healthy lifestyle	9	25	24	67	1	3	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)	10	28	16	44	4	11	1	3
The school meets my child's particular needs	10	28	19	53	4	11	0	0
The school deals effectively with unacceptable behaviour	8	23	18	51	1	3	7	20
The school takes account of my suggestions and concerns	6	17	17	49	1	3	6	17
The school is led and managed effectively	7	19	21	58	1	3	5	14
Overall, I am happy with my child's experience at this school	14	39	17	47	3	8	2	6

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and 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 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



10 March 2011

Dear Pupils

**Inspection of Stoke-on-Tern Primary School, Market Drayton, TF9 2LF**

Thank you for welcoming the inspection team to your school and being so friendly and helpful. I particularly want to thank the pupils who gave up their time to talk to me.

These are the best things about your school.

You enjoy school.

You get on well with each other and your behaviour is good.

Adults take good care of you so that you feel happy and safe in school.

The headteacher, staff and governors are keen to help your school to improve.

What I have asked your school to do now.

Make sure that the work you do is not too easy or too hard.

Make sure that the headteacher and governors check that the school is doing the right things to improve.

You are lucky that you go to a school where everyone gets on well. I hope that you will do your best to make it even better.

Yours sincerely

Anne Pitt

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).