

# William Stockton Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111085
<b>Local Authority</b>	Cheshire West and Chester
<b>Inspection number</b>	356861
<b>Inspection dates</b>	24–25 March 2011
<b>Reporting inspector</b>	Shirley Herring

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	299
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Rooney
<b>Headteacher</b>	Miss Moria Williams
<b>Date of previous school inspection</b>	17 September 2007
<b>School address</b>	Heathfield Road Ellesmere Port Cheshire CH65 8DH
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## Introduction

This inspection was carried out by three additional inspectors. They observed 12 teachers in 22 lessons as well as making short observations of small groups of pupils working with adults outside the classroom. They held meetings with staff, members of the governing body and groups of pupils and had informal conversations with parents at the start of the day. They observed the school's work, and looked at pupils' books, all documentation regarding the safeguarding of pupils, assessments and tracking of pupils' progress, the analysis of progress of different groups of pupils, the school development plan and reports from the School Improvement Partner. They scrutinised 33 questionnaires completed by parents and carers as well as those completed by pupils and staff.

- The extent of the progress made by pupils in Key Stage 1 in writing.
- The extent of the effectiveness of the actions of leaders and managers in securing improvements.
- The extent to which the provision for pupils with special educational needs and/or disabilities is a strength.
- The extent to which pupils who speak English as an additional language are achieving as well as they can.

## Information about the school

A very large majority of pupils in this larger-than-average primary school are from a White British background and the number from minority ethnic groups is below average. Approximately a third of pupils are known to be eligible for free school meals, which is well-above average. The proportion of pupils with special educational needs and/or disabilities is above average. Fewer pupils than average speak English as an additional language. All classes contain more than one age group. The school organises a before- and after-school club for its pupils.

The school has gained a variety of awards, amongst which are The Arts Mark, Investors in People, The Active Schools Mark, The Healthy Schools Award and the Inclusion Quality Mark.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Amongst its outstanding features are the ambition and drive of the headteacher and leadership team, safeguarding procedures and the care, guidance and support it provides for its pupils enabling them to feel exceptionally safe and secure. Extremely strong links with parents and a range of partners make an excellent contribution to pupils' learning and well-being. The achievement of pupils with special educational needs and/or disabilities is outstanding because of the high level of support they receive.

After several years when attainment at the end of Key Stage 1 was significantly below average, standards in reading and mathematics improved in 2010 and were broadly average. Similarly, in Key Stage 2, attainment improved in 2010 and standards were broadly average for the first time in several years. The strong emphasis on improving writing resulted in 90% of pupils achieving the expected level in English at the end of Year 6. It has been slower to take effect in Key Stage 1 but current assessments and the work in pupils' books indicate that pupils currently in Year 2 are working at about the expected level.

Improvements are due to strong leadership in identifying the areas of weakness and planning successful strategies for improvement. These include a common format for lessons, by which teachers give clear explanations and provide good opportunities for pupils to discuss and explain their ideas with a partner or with the whole class. Marking gives pupils useful suggestions to help them to improve. The majority of teaching is now good or better, leading to good learning in these lessons. However, in the minority of teaching that is satisfactory the rate of learning is slower. Pupils have clear targets in their books but teachers do not routinely refer to them in lessons to focus pupils' attention on what they need to do to improve. The system of teaching pupils in sets for literacy and numeracy according to their ability has helped to provide appropriate challenge and support for different groups in order to enhance their learning.

There is good provision for children in the Early Years Foundation Stage and letter sounds and counting skills are taught systematically and well. Teachers plan a good range of activities indoors and outside, but sometimes tasks children in Reception choose for themselves can lack a clear purpose and this limits their effectiveness.

The school has a good capacity to improve. The school's self-evaluation is accurate and is being used well by leaders to bring about improvements. The school has made good improvements in teaching and in achievement since the last inspection and writing is improving across the school. There have been exceptional improvements in equal opportunities and the provision for pupils with special educational needs and/or disabilities, and this is helping to close the gap with others. However, despite extensive efforts by the school, attendance continues to be broadly average.

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Please turn to the glossary for a description of the grades and inspection terms

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

- Improve the minority of teaching that is satisfactory so that it is good or better by:
  - referring more consistently to pupils' targets in lessons to remind them of what they need to do to improve their work
  - providing a clearer focus on learning in those activities that children in the Reception class choose for themselves.
- Explore further ways to work with parents and carers to improve attendance.

## Outcomes for individuals and groups of pupils

**2**

Pupils say they enjoy school because lessons are interesting and they join in well with the wide range of activities on offer. Learning is most effective when lessons move at a fast pace and pupils are actively engaged, for example, when listening carefully as the teacher introduces new words and then practising pronunciation themselves with a partner before writing them down. Learning is less marked when, occasionally, pupils are not made fully aware of what is expected of them. Behaviour is good and this makes a good contribution to pupils' learning.

Pupils enter the school with a range of skills that overall are below, and sometimes well below, what is usual for their age. They make good progress and achieve well, attaining standards that are broadly average for their age by the time they leave Year 6. There was a good improvement in results in 2010, particularly in English. The school's assessments for pupils currently in Year 6 indicate the improvement is being sustained. The achievement of pupils with special educational needs and/or disabilities is outstanding, with most of the pupils making good or better progress across the school. This is because their needs are identified at a very early stage and they receive excellent support. Pupils learning English as an additional language make good progress and achieve well and are fully included in all activities.

Pupils have a high level of understanding of how to keep safe, from road safety to safe use of the internet. They have great confidence that there is an adult in school that would listen to and help them should they have a problem. Pupils have developed a good understanding of what constitutes a healthy lifestyle, and this is evident in the good number who choose the very healthy options available for lunch. They make a good contribution to the community, for example as school councillors, and are involved in projects in the local community, such as planting bulbs in the local park. Attendance is broadly average, though instances of persistent absence have been significantly reduced. Good computing skills, well-developed personal skills and the ability to work cooperatively with others prepare pupils well for the future. Pupils have a good understanding of a variety of faiths and cultures. They are aware of the difference between right and wrong and the consequences should they make an inappropriate choice.

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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>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</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>2</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?

Teaching is good and some examples of outstanding teaching were observed. These were characterised by a brisk pace and highly effective use of memorising techniques to reinforce learning. Lessons are generally well planned to provide a good range of activities, using practical resources that successfully engage pupils' interest so they learn well. Well-targeted questions give pupils good opportunities to explain their ideas and develop their understanding. Teaching assistants are well deployed and make a good contribution to pupils' learning. Pupils have clear targets to help them to improve but these are not routinely mentioned in lessons to focus pupils' attention and to remind them what they need to do to improve their work.

There is a good emphasis in developing literacy and numeracy skills through well-structured programmes used consistently across the school. The emphasis on providing opportunities for pupils to write in a range of subjects is helping to improve standards in writing, and this continues to be a focus for the school. Provision for pupils learning English as an additional language is good, ensuring that they are included in all areas of the curriculum. The strong emphasis on personal, social and health education makes a good contribution to pupils' personal development and well-being. The curriculum is enriched by a good range of visitors and visits, including a residential visit for Year 2. There is a good range of additional activities, delivered by a range of partners, which are well attended.

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Parents and carers have great confidence that the school takes good care of their children. The warm, welcoming environment, with quiet areas including A Quiet Place for each Key Stage, helps to promote a calm atmosphere in which pupils learn and behave well. There are well-developed systems for assessing pupils' progress and so any specific needs are identified and addressed successfully at a very early stage. There is a strong programme to support pupils with special educational needs and/or disabilities so they make excellent progress, helping them to close the gap with their peers. There are good links with a wide range of other professionals to provide specialist support where needed. The role of the learning mentor is pivotal in developing strong links with parents so that they are fully involved and informed. The before- and after-school provision extends the high-quality care beyond the school day. Transition arrangements are highly effective throughout the school, as pupils move to their next class in July so that they are settled well into their new class when they return in September.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, with the support of a strong leadership team, has engendered a strong sense of common purpose throughout the school. High expectations and clear plans for improvement have resulted in high-quality care for the individual and a high level of inclusion for all pupils. Accurate evaluations of the school's work have been used effectively to drive good improvements in teaching and learning. Strategies for improving writing, including the implementation of a common structure in lessons, have resulted in a good improvement in standards in Key Stage 2 and are now having a positive impact on the quality of writing in Key Stage 1.

There is a well-defined management structure, with the strong involvement of the governing body, to ensure the safeguarding of pupils and staff, and procedures are outstanding. Recommended procedures are in place and the curriculum provides excellent guidance to pupils on how to keep safe. The school's expertise in this area is recognised by the local authority and the headteacher provides a lead in this aspect in the local cluster of schools.

Governors are a regular presence in school and have a good understanding of its strengths and needs. The governing body supports the school well, for example in allocating funds for alterations in the Early Years Foundation Stage to improve provision for young children. They are also ready to challenge the school in a constructive way when reviewing established practices. The governing body is working towards gaining the Governors' Quality Mark to help them strengthen their contribution further.

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Parents and carers are made very well aware of their children's progress. The school responded well when a small number of parents and carers felt that they were not fully informed. They increased the number of parents' evenings and these are now attended by over 95% of parents and carers. They appreciate the informal opportunities to chat to staff present in the playground before school. Information is translated into several languages so that all have access. The home visits before children start school help to establish relationships from the earliest stage and this continues through the school.

The school's partnerships with a wide range of other organisations make an outstanding contribution to pupils' learning. The headteacher takes a leading role in working with other schools on initiatives that promote high-quality arrangements to smooth pupils' transition to the high school. Extensive links with local businesses help to prepare pupils well for the world of work.

The school has good links with the local community; for example, pupils sing in local residential homes and join with others to sing in Chester Cathedral. Parents and carers from different cultures meet in school to share lessons to improve their English, and in turn they share different festivals and food with the pupils in school. Pupils have good opportunities to meet pupils from different backgrounds and cultures as they share a residential visit with other schools. The school has gained the International Schools Award in recognition of its links with schools in other countries, including a Friendship link with a school in Ghana. The school is now evaluating its work so that it can strengthen this aspect further.

A strong commitment to equal opportunities is at the heart of the school's work. The school commits funds to ensure no group is without support and that all are fully included in all the school provides. The excellent support for pupils with special educational needs and/or disabilities and for those at an early stage of learning English is helping to close any gaps in attainment with others in their class.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Children enter the Nursery with a range of skills that overall are below, and sometimes well below, what is usual for their age, particularly in language and social skills. They make good progress in the Early Years Foundation Stage and are working close to expectations for their age by the time they enter Year 1. Though a strong emphasis on developing language and social skills has enabled children to make good progress, they remain below the levels of skills that are expected for their age.

Letter sounds and counting skills are taught systematically and well and this is beginning to have a positive impact. Teachers plan a good range of interesting, practical activities, indoors and outside in all areas of learning, that engage children's attention and promote enjoyment. However, some of the activities that Reception children choose for themselves are not sufficiently focused on children's learning, and this reduces their effectiveness. The school's emphasis on developing children's personal and social skills is having a positive impact. For example, children respond well as the teacher points to the picture card, which encourages good listening, and they generally behave well. There are good procedures for assessing children's progress and these are used well to provide prompt support and challenge for individuals.

The Early Years Foundation Stage is led and managed well. All systems for the welfare and safeguarding of children are in place. The arrangements for a child to be linked to an adult, or key worker, is very effective in helping children to settle and in building links with parents. Parents are becoming increasingly involved in their children's learning and are scrupulous in helping to compile their child's Learning Journey each morning. There are good systems for introducing children to the Nursery and for their transition into Year 1. There is suitable provision for young children in the before- and after-school club.

*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:	
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

The proportion of returned questionnaires was below average. Inspection evidence supports the positive views of the school expressed by parents and carers. Observations during the inspection showed that the school deals very effectively with isolated incidents of unacceptable behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at William Stockton Community 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 299 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	52	15	45	1	3	0	0
The school keeps my child safe	16	48	17	52	0	0	0	0
My school informs me about my child's progress	12	36	18	55	2	6	0	0
My child is making enough progress at this school	13	39	20	61	0	0	0	0
The teaching is good at this school	15	45	18	55	0	0	0	0
The school helps me to support my child's learning	12	36	21	64	0	0	0	0
The school helps my child to have a healthy lifestyle	10	30	21	64	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)	12	36	20	61	0	0	0	0
The school meets my child's particular needs	13	39	19	58	0	0	0	0
The school deals effectively with unacceptable behaviour	12	36	18	55	1	3	0	0
The school takes account of my suggestions and concerns	11	33	19	58	0	0	0	0
The school is led and managed effectively	12	36	21	64	0	0	0	0
Overall, I am happy with my child's experience at this school	16	48	17	52	0	0	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	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.**



28 March 2010

Dear Pupils

**Inspection of William Stockton Community Primary School, Ellesmere Port, CH65 8DH**

Thank you for making us so welcome when we visited your school. We enjoyed talking to you in lessons and in groups. We agree with you and your parents and carers that William Stockton is a good school. In fact some things about it are outstanding, which is the highest grade we can give. The school takes excellent care of you all. It provides an excellent range of occasions for your parents and carers to learn about what is happening in school and how well you are doing. I know that the school is working closely with your families to make sure that the small number of you who can find it difficult try to come to school every day.

We think your lessons are interesting and we were impressed by how you worked out your own ways to memorise what you had learned. We enjoyed watching the nursery and reception children working indoors and outside. Teachers mark your work carefully and give you useful suggestions on how to improve. You reach the standards that can be expected for your age by the time you leave Year 6. I know you have all worked particularly hard to improve your writing. Well done!

It is part of our job to suggest ways in which even a good school could be better. The adults are going to:

- mention your targets regularly in lessons to help you to remember what you need to do to improve
- make sure that all the activities in the Reception class that children choose for themselves help them to learn
- find even more ways to encourage everyone to come to school each day. It is so important for you not to miss lessons.

Best wishes to you all and we hope you continue to enjoy school so much.

Yours sincerely,

Shirley Herring

Lead Inspector

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