

Stoke Heath Primary School

Inspection report

Unique Reference Number	103684
Local Authority	Coventry
Inspection number	355430
Inspection dates	28–29 March 2011
Reporting inspector	Keith Brown

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	356
Appropriate authority	The governing body
Chair	David Owen
Headteacher	Julia Rapsomanikis
Date of previous school inspection	15 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 21 lessons and 14 teachers. Meetings were held with pupils, the headteacher, teachers, two governors and a representative from the local authority. Inspectors observed the school's work and looked at safeguarding (care and protection of pupils) arrangements, as well as other information including development planning, schemes of work, policies, procedures and a range of pupils' books. A total of 125 questionnaires from parents and carers were scrutinised, together with 31 from staff and 100 from pupils.

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

- How accurate are the school's assessments of the progress made by pupils?
- Do pupils know how well they are doing in their learning and how to improve further?
- What is the impact of the school's work to promote regular attendance?

Information about the school

This primary school is larger than average. Almost half of the pupils are from White British backgrounds and the rest are from a wide variety of other heritages. The number of pupils from ethnic minority groups is well above average as is the proportion of pupils who speak English as an additional language. The number of pupils known to be eligible for free school meals is much higher than the national average. The proportion of pupils with learning difficulties and/or disabilities is higher than average although the number with a statement of special educational needs is average. The number of girls is well above average. The proportion of pupils who join or leave partway through their education is much higher than average. The school operates before- and after-school clubs. Amongst its national awards, the school has the Activemark for sport. A major extension to the school's facilities is nearing completion.

The Children's Centre next to the school is subject to separate Ofsted inspection arrangements.

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

Stoke Heath Primary is a good school. Under the strong and purposeful leadership of the headteacher it provides a very caring and supportive environment for pupils and their families and is an important part of its local community.

Pupils' attendance is now average overall, but has been low in the past. The school has worked hard to improve rates of attendance, but too many pupils are taken on holidays during term time. The level of persistent absenteeism has fallen and is now below average. Children make good progress in the Early Years Foundation Stage, and this continues as they move through the school. By the time pupils leave in Year 6, many now reach average attainment and achieve well. Achievement in speaking, listening and writing is less consistent than in mathematics. Intervention group work is now provided for Year 1 pupils who find writing difficult. The school carefully and accurately monitors the progress of all groups of pupils and this contributes to the clear, upward pattern of improvement. There is effective support for those pupils at the early stages of learning English, pupils who enter the school partway through their education, and those with special educational needs and/or disabilities.

Pupils behave well in lessons and around the school. They are courteous and co-operative with one another. The great majority of pupils responding to the questionnaire felt that they were safe in school. Pupils know who to turn to for help, and are confident that any concerns they have will be taken seriously and dealt with effectively. The school provides good care, guidance and support. Pupils lead active lives and are clear about how to live a healthy lifestyle. They mix well socially and have a clear understanding of what is right and wrong.

The school has made good progress since it was last inspected, demonstrating good capacity for sustained improvement. The school's senior leaders and governors have a clear understanding of the most important areas for improvement, and have drawn up appropriate plans to address them. The school has rightly focused on improving the quality of teaching, which is now good overall. The curriculum is imaginatively and effectively presented and offers a broad range of experiences enjoyed by pupils.

What does the school need to do to improve further?

- Use the very good links with parents and carers to improve attendance further by reducing the number of holidays taken during term time.
- Raise attainment by ensuring that teaching:
 - engages and challenges pupils in all parts of the lesson
 - provides more opportunity for pupils to develop their speaking and listening skills

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- focuses closely on the development of pupils' writing skills from an early age and ensures that pupils in Key Stage 1 and Key Stage 2 have regular opportunities to write at length in all subjects.

Outcomes for individuals and groups of pupils

2

Pupils enter Year 1 with attainment below the levels expected for their age, including some at the very early stages of language acquisition. They make good progress and the school's performance in the national English and mathematics tests for pupils in Year 6 is now average. English results improved in 2010 but were not as strong as in mathematics. The work of pupils currently in Year 6 and the school's assessment records, show that they are on track to reach average levels of attainment. Pupils have a clear understanding of what they need to do next to improve. They know their personal targets well and enjoy the opportunities provided to assess their own work. There is no significant difference in the progress made by different groups of pupils. Pupils with special educational needs and/or disabilities make good progress in lessons because tasks are matched closely to their prior attainment and teaching assistants are deployed well. They help pupils by demonstrating skills precisely, teaching subject specialist vocabulary and providing appropriate challenge and encouragement.

The learning observed in lessons was good overall. Pupils enjoy positive relationships with adults and respond promptly to their guidance. They say they enjoy lessons and demonstrate confidence in their ability to learn well because they are clear about exactly what is expected. They worked together effectively, readily pooling their thoughts and developing ideas with the rest of their group. Pupils' interest waned however, and the pace of learning slowed, where parts of the lesson were too teacher directed. Once in their ability groups, their enthusiasm for learning was more evident. They worked quickly, and were keen to solve problems or get to the end of their task. Where learning was best, for example in an outstanding Year 6 English lesson, the teacher's brisk and probing questioning ensured that a very close check was kept of pupils' understanding of complex punctuation. Any misunderstanding was corrected quickly.

Pupils make good progress in their spiritual, moral, social and cultural development. Assemblies promote a strong sense of pride in the school community. This contributes well to pupils' good understanding of their rights and responsibilities, and they are keenly aware of how their actions can affect others. Pupils enjoy taking on extra responsibility, for example by joining the school council or by becoming house captains or playground mentors. They are becoming increasingly influential in issues that affect the wider local area, such as in the positioning of road crossings. Pupils' good understanding of how to lead healthy lifestyles is reflected in the school's Healthy School status. Pupils have developed a sound knowledge of the world of work and of their future economic role in society by the time they reach Year 6.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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	2
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?

Teachers have high expectations of what pupils of all abilities can achieve. They ensure that pupils understand what they are expected to learn. Teachers review pupils' learning at regular points during the lesson to keep challenge appropriate. Teachers and teaching assistants work well together to meet pupils' needs. Teachers' assessments and marking of pupils' work are good.

The school's good curriculum builds on pupils' previous learning and prepares them for the next stages of their education. Themed days and weeks are a regular feature of the curriculum and these enhance pupils' enjoyment. For example, a Global Adventure Week helped pupils learn much more about the world and its communities. Interactive whiteboards are used well in many lessons to engage pupils' interest. Opportunities for pupils to use their numeracy and information and communication technology skills across the curriculum are good. However they have fewer opportunities to write at length and to extend their speaking and listening skills. A good range of sporting and musical activities, visits and visitors extend the curriculum. Well attended before- and after-school clubs are efficiently organised and supervised and provide pupils with a range of purposeful activities. The breakfast club, run by the school each day, helps working families and has also boosted punctuality. Parents, carers and pupils are confident that they will be well looked after. Pupils' needs are well known, and they receive good, individual support. Pupils are helped to settle in when they join the school and there is sensitively targeted

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support for pupils whose circumstances make them vulnerable. The school can point to clear examples of where it has helped pupils to manage their own behaviour better, so that their progress in lessons has improved.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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 is ably supported by the deputy headteacher, assistant headteacher and other leaders and together they have taken effective action to enhance provision and so raise attainment for all groups of pupils. The headteacher is keen to make improvements and staff share her vision. The school promotes equality of opportunity and tackles discrimination well, and is tracking each pupil's progress towards challenging targets. The headteacher and other leaders effectively review teachers' planning, monitor the quality of lessons, and scrutinise pupils' work. Progress towards targets within the school development plan is conveyed to the governing body through the headteacher's informative reports. An evaluation of pupils' progress also forms part of the headteacher's report to the governing body. The governing body provides good strategic direction and challenge. Financial management is good, and the school offers good value for money.

The school works closely with parents and carers, whose views are regularly sought and acted upon. Parents and carers are kept well informed. For example, regular newsletters keep them abreast of activities in the school, and the school's website is friendly in tone and accessible. Links and partnerships with agencies ensure good support for pupils who have specific needs. Safeguarding policies and procedures are robust and regularly reviewed, so that adults and pupils have a strong understanding of safety issues. Risk assessments are good and careful checks are made of the suitability of adults to work with children. Community cohesion is promoted well. Pupils have a good understanding of people from different backgrounds, and the school has successful links with contrasting schools in this country. Strong links have also been established around the world, and this has resulted in the school's award of International School status.

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These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage is effectively led and managed. Children are well cared for and are happy and safe. Children's skills and knowledge on entry to the Nursery are well below those expected for children of this age. Children make good progress across Nursery and Reception but are not working securely in all areas of learning by the start of Year 1. Adults assess children's progress regularly and use this information well in targeting learning. There is good emphasis on supporting children's communication skills. For example, children particularly enjoyed singing rhymes and this helped their recognition of words. Support for those children learning English as an additional language is very effective. Children behave well and enjoy good relationships with adults and with other children from a range of different backgrounds. Children are developing good independent skills. The school offers a wide range of stimulating activities and there is a good balance of those which are child-initiated and those led by adults. Effective use is made of the outside learning environment which widely extends learning across the curriculum. The school has excellent relationships with the neighbouring Children's Centre and is working with it to strengthen practice and provision at the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	2

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Stage	
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Views of parents and carers

The proportion of parents and carers who responded to the questionnaire is similar to that in most primary schools. The very large majority of responses were positive about most areas of the school's work. A very small minority did not feel that the school helped them to support their child's learning. The school's relationships with parents and carers were found by inspectors to be good. The school hosts a range of events to engage parents and involve them in their children's learning. These include workshops in several subjects.

In addition, a very few parents and carers expressed written concerns but there was no common theme among them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoke Heath 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 125 completed questionnaires by the end of the on-site inspection. In total, there are 356 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	70	37	30	0	0	0	0
The school keeps my child safe	86	69	38	30	1	1	0	0
My school informs me about my child's progress	79	63	46	37	0	0	0	0
My child is making enough progress at this school	63	50	54	43	5	4	0	0
The teaching is good at this school	59	47	59	47	5	4	0	0
The school helps me to support my child's learning	61	49	54	43	10	8	0	0
The school helps my child to have a healthy lifestyle	88	70	35	28	1	1	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)	48	38	59	47	7	6	0	0
The school meets my child's particular needs	55	44	60	48	6	5	0	0
The school deals effectively with unacceptable behaviour	55	44	61	49	6	5	0	0
The school takes account of my suggestions and concerns	48	38	68	54	5	4	0	0
The school is led and managed effectively	66	53	57	46	2	2	0	0
Overall, I am happy with my child's experience at this school	71	57	50	40	1	1	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).

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">■ 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.



30 March 2011

Dear Pupils,

Inspection of Stoke Heath Primary School, Coventry, CV2 4PR

Thank you very much for the friendly welcome you gave us when we visited your school recently. A special thank you goes to those who met with us. Your views have been very helpful.

You told us how much your school has improved. We think it is doing well and is now a good school. Teaching is good and leads to your making good progress. You are happy and feel safe at school. Pupils behaved well in the lessons we visited.

Your headteacher, staff and governors are determined for the school to become better. You can help by coming to school every day and continuing to try hard and do your best. We have asked your teachers to use their knowledge of how well you are doing to give you work that helps you to develop your speaking, listening and writing skills. We have also asked your teachers to ensure that the beginning, middle and end of lessons are all interesting and challenging.

I wish you all well for the future.

Yours sincerely

Keith Brown

Lead inspector

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