

# Stockton Wood Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	133338
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	381496
<b>Inspection dates</b>	1–2 December 2011
<b>Reporting inspector</b>	Tim Vaughan 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>	289
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Finch
<b>Headteacher</b>	Susannah Stacey
<b>Date of previous school inspection</b>	9 February 2009
<b>School address</b>	23 All Saints Road Speke Liverpool L24 3TF
<b>Telephone number</b>	0151 4862471
<b>Fax number</b>	0151 4863408
<b>Email address</b>	admin@stocktonwood.liverpool.sch.uk

---

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 rates 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 purposes, as long as you give details of the source and date of publication and do not alter the information 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'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[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 two additional inspectors. They observed 23 lessons and observed 16 teachers at least once.

Meetings were held with representatives of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at the school's monitoring of pupils' progress, self-evaluation information, policies and action plans. They also spoke to some parents and carers who were collecting children from school.

Inspectors looked at questionnaires completed by 23 staff, 48 pupils and 33 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 achievement and progress of different groups of pupils.
- The quality of learning and teaching, and pupils' engagement and achievement in lessons.
- The improvement since the last inspection in calculation and problem-solving.
- Provision and outcomes in the Early Years Foundation Stage and Key Stage 1, including writing.

## Information about the school

This primary school is larger than average. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is also above average. The vast majority of pupils are White British. A very small number is from African, Chinese or mixed backgrounds. The Early Years Foundation Stage includes a Nursery class and a Reception class. The school has achieved the Basic Skills award, the Active mark and Healthy School status.

**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 primary school with some outstanding features. Staff and the governing body have created a calm, attractive and inviting environment in which high aspirations and support for individual children and their families are consistently evident. This was illustrated by the parent who described the school as 'a warm, happy, friendly place'. The school places a strong emphasis upon pupils becoming confident and proud of their community, as well as believing in themselves as learners and as members of wider society. As a result, pupils show excellent behaviour and high levels of attendance.

Care, guidance and support for all pupils are a key strength. For example, individual pupils receive outstanding support for their feelings through 'The Quiet Place', a dedicated room within the school. From Nursery, children are taught to assert themselves. The vast majority of pupils feels listened to and acknowledged as individuals. Individual pupils and groups across the school also receive excellent support from a learning mentor and from classroom assistants. As a result, the support offered by the school enables many pupils to overcome complex barriers to their learning.

The curriculum has been adapted well to meet pupils' needs. For example, good use is made of information and communication technology (ICT) in many lessons and pupils show an excellent awareness of the risks associated with new technology. Consequently, the extent to which pupils feel safe is outstanding. The large school site and modern building have been carefully planned, giving children from Nursery to Year 6 a good range of opportunities to learn and play both indoors and outdoors. Safety and security are a high priority for the headteacher, site manager and all staff. The governing body has a clear overview of site security issues due to the very effective involvement of the site manager as a governor.

As a result of good provision for children in the Early Years Foundation Stage, outcomes are improving and gaps are narrowing between groups. However, children are not given enough meaningful opportunities to write and make marks. By the time that pupils leave the school in Year 6, their attainment in English and mathematics is broadly average. This represents good achievement considering their low starting points.

Since the last inspection, problem-solving and calculation have been a whole-school focus. As a result, achievement in mathematics has improved, including at the end of the Early Years Foundation Stage. Overall, teaching and learning are good and some is outstanding. However, some inconsistency remains, which means that progress is sometimes uneven as pupils move through the school. School leaders are not complacent and are already sharing an understanding across staff as to what constitutes outstanding teaching.

Senior leaders have an accurate view of the school's strengths and priorities for development. Self-evaluation is accurate and is enhanced by the systematic involvement of middle leaders. There is a strong emphasis upon building staff expertise and enhancing capacity. For example, the recent hand-over of responsibilities for co-ordinating provision for pupils with special educational and/or disabilities from one staff member to another has been tackled very effectively. Given the improving attainment, clear self-evaluation and other strengths, the school's capacity for further improvement is good.

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

- Raise attainment further by:
  - increasing the proportion of outstanding teaching across the school
  - increasing the amount of meaningful opportunities for writing and mark-making in the Early Years Foundation Stage.

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

2
---

Pupils enter Year 1, with skills below the levels expected for their age, but having made good progress from their low starting points in Nursery. By the time that they leave the school in Year 6, their attainment is broadly in line with national averages. The progress that they make from their starting points is good overall.

The quality of learning and progress is good and sometimes outstanding. In the national tests taken by Year 6 pupils in 2011, some groups, for example boys, made above-average progress in English and mathematics. Pupils with special educational needs and/or disabilities make good progress from their starting points, for example in English. This has been achieved through very effective co-ordination of support for special educational needs and carefully-planned use of classroom assistants to offer additional support. Evidence gathered during the inspection indicates that children are currently demonstrating high levels of attainment in ICT.

Over the last four years, the school has worked very effectively to promote attendance. As a result, pupils enjoy school and attendance for all groups is now high. Pupils are eager to learn and apply themselves well in class. They are courteous, respect one another and show excellent behaviour. Pupils value their school because they feel that the adults care about them and are interested in their views.

The well-developed school grounds are secure and well maintained and pupils and parents and carers say that the school is a safe place. The excellent garden areas also enable pupils to develop a good understanding of environmental issues, for example by providing bird feeders. Safe behaviour is promoted throughout the curriculum, starting in the Early Years Foundation Stage where children are taught to cut safely with knives when making sandwiches. Pupils across the school have good relationships with adults and say they feel very confident that any issues they raise will be taken seriously.

*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	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The school provides a well-organised and highly-effective curriculum. Building pupils' emotional well-being is at the heart of the school's approach. This is complemented by an emphasis upon pupils becoming confident, capable communicators and accessing a wide range of sporting, cultural and artistic opportunities. For example, all pupils have the opportunity to learn to play a musical instrument. Very effective use is made of the learning environment across the school to promote learning. For example, a Year 6 wall display about an airplane pilot's experience of the Second World War used writing, posters and real objects. In order to broaden pupils' understanding of the world, good links are made with schools in similar and contrasting contexts, visitors are frequent and achievement in a range of Olympic sports is celebrated. School leaders have recently started to reshape the curriculum to enhance the creative aspects further, although it is too early to judge the impact of this on pupils' outcomes.

Teaching is mainly good and some is outstanding. In the better lessons, teachers demonstrate that they have good subject knowledge and make very effective use of resources to encourage pupils' active participation. Teachers use assessment to tailor teaching to the individual. They use interactive whiteboards well and make clear links across the curriculum. Classroom assistants are deployed very effectively to support those who find learning difficult. Pupils know how to improve their work because

<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

they receive clear written and oral feedback. Excellent use is made of specialist teachers in French and ICT. In the minority of lessons where teaching is less than good, teachers provide limited opportunities for pupils to participate, assessment is not sufficiently robust and the impact upon outcomes is less consistent. However, in all lessons there are very good relationships between adults and pupils.

The quality of care, guidance and support for all pupils is outstanding and contributes to good outcomes for those pupils with the greatest needs. Every pupil is valued and encouraged as an individual. Those who are vulnerable because of their circumstances are given tailored support. There are excellent systems for transition into the school or between Key Stages and with secondary schools. The school very effectively helps parents and carers to support their children and works very successfully with external agencies.

*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 leads with clear vision and a firm commitment to improving the life chances of local children and families. She has high aspirations for their achievement and is determined that the pupils should feel good about themselves and their community and make as much progress in their learning as possible. She has built a staff team where sharing expertise, learning together and developing leadership at all levels is strongly emphasised. As a result, this is a school where the individual is respected and where achievement and progress are valued. Leaders are making good progress with the school's priorities of improving learning, teaching and assessment.

The governing body is well briefed about the school's development. Members give clear support to the school and are committed to on-going improvement. They hold the school to account very effectively, helped by clear briefings from school leaders, including updates on attainment and progress. School development plans are manageable, well focused around key priorities and informed by good monitoring and self-evaluation, including the effective use of data about pupils' progress. The contribution of middle leaders to monitoring, evaluation and planning is well developed. Consequently, there is good teamwork and a shared sense of purpose.

Steps to promote community cohesion are planned, evaluated and based upon a well-developed knowledge of the local community. Pupils across the school get on well together and respect diversity. For example, pupils from different families feel respected. Pupils learn about others with different backgrounds from their own through the regular celebration of different festivals, through a range of ethnicity and language displayed throughout the school and through links with other schools in

Liverpool, Britain and globally. School assemblies are used well to enhance pupils' understanding of culture and religion further. Discrimination is not tolerated. The school promotes equality of opportunity well. It has information about the groups of pupils it serves and evaluates their participation in school life. The gaps in standards between different groups of pupils have started to close in the past three years.

Safeguarding pupils is a high priority for staff and the governing body. There are good systems to identify concerns and respond quickly. All systems for checking staff and volunteers are in place. All staff, including the site manager and administrative staff, play a very effective role in keeping the large site very safe. The school works in close partnership with other agencies to promote the welfare and safety of its pupils, especially those who may be vulnerable.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>

## Early Years Foundation Stage

Most children enter the Nursery with skills and knowledge that are well below those typical of three- and four-year-olds. Children's skills are stronger in physical development, and the curriculum effectively builds upon this with regular access to outdoor play and to learning activities that are active and multi-sensory. Teachers, nursery nurses and classroom assistants provide a curriculum focused upon talk and play as the ways to learn and they respect children's interests and fascinations.

Data indicate that in 2010 and 2011, children entered Year 1 better able to start the National Curriculum than in previous years. Overall attainment at age five years is below national averages but outcomes are improving year on year, and gaps in the achievement of different groups of children are narrowing. Well-developed child-initiated and adult-directed activities have enabled children to make outstanding progress in problem solving, reasoning and numeracy, knowledge and understanding of the world and creative development. Because of a close focus upon stories, rhymes and the sounds that letters make, children's attainment in letters and sounds and reading is at or above national expectations. Children's attainment in writing is improving year on year but the gap with reading has widened. This is due to some over-reliance upon worksheets, stencils and stampers instead of extensive and meaningful opportunities for writing and mark making. The best teaching involves



good use of open-ended questions and extensive conversation, playing and investigating with and alongside children. For example, an adult who was supporting children to make patterns in shaving foam asked them questions about a recent story they had heard and encouraged them to describe in mathematical language what they were creating.

Early Years Foundation Stage staff work well as a team, are reflective and keen to improve provision and outcomes. Their work is guided by a clear improvement plan and by increasingly effective tracking, assessment and data analysis. The phase coordinator is very effectively engaged in the senior management team and involved in the performance management for Nursery and Reception staff. Staff are well trained and this is reflected in the excellent learning environment that has been developed.

*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 in the Early Years Foundation Stage	2

## Views of parents and carers

In the questionnaires and through discussion with parents and carers when collecting children from school, it was clear that parents and carers have a very positive view of the school. The vast majority feel that their children are happy and well supported. All of those who returned a questionnaire said that the school is led and managed well and they made comments such as 'leaders are very focused'.

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

Ofsted invited all the registered parents and carers of pupils registered at Stockton Wood 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 289 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	88	3	9	0	0	0	0
The school keeps my child safe	28	85	5	15	0	0	0	0
The school informs me about my child's progress	25	76	8	24	0	0	0	0
My child is making enough progress at this school	25	76	8	24	0	0	0	0
The teaching is good at this school	26	79	7	21	0	0	0	0
The school helps me to support my child's learning	26	79	7	21	0	0	0	0
The school helps my child to have a healthy lifestyle	26	79	6	18	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)	22	67	11	33	0	0	0	0
The school meets my child's particular needs	25	76	6	18	2	6	0	0
The school deals effectively with unacceptable behaviour	20	61	12	36	0	0	0	0
The school takes account of my suggestions and concerns	17	52	14	42	0	0	0	0
The school is led and managed effectively	26	79	6	18	0	0	0	0
Overall, I am happy with my child's experience at this school	27	82	6	18	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 2010/11 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.**



5 December 2011

Dear Pupils

**Inspection of Stockton Wood Community Primary School, Liverpool, L24 3TF**

Thank you for your help when we visited your school recently. We enjoyed chatting to you in lessons, in the corridors, in the school grounds and in the interview with the school council. You expressed your views very clearly and they were very helpful to us.

We are pleased to tell you that Stockton Wood is a good school. We were very impressed by the calm, attractive building and excellent outdoor space. In most lessons you are taught well, make good progress in your work and are very well looked after.

Some of what your school does is excellent: for example, the way in which you are kept safe. We were impressed by the care and support that you are each given to feel happy and confident and to achieve as much as you can. We particularly liked the way in which you are given such wonderful support through 'The Quiet Place'. We were also pleased to find that your attendance at school is high.

Your behaviour around school is outstanding. You told us that you like school and feel listened to. We were pleased to see the progress that the school helps you to achieve in English and mathematics. We were impressed with how well you are achieving in ICT. We were pleased that children in the Nursery and Reception are helped to learn a lot about the world around them and to play and investigate both indoors and outdoors.

Your teachers work hard to make the school as good as it can be. To help them we have asked them to make sure that more of your lessons are like the very best ones that we saw. You can help by telling your teachers what makes your lessons exciting and what helps you to learn. We have asked Nursery and Reception teachers to provide more opportunities for children to learn how to write and make marks.

Keep working hard.  
Yours sincerely,

Tim Vaughan  
Her Majesty's Inspector

