

Stock Church of England Primary School

Inspection report

Unique reference number	115120
Local authority	Essex
Inspection number	379009
Inspection dates	22–23 May 2012
Lead inspector	Miranda Perry

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Stewart Thomson
Headteacher	Louise Hourihan
Date of previous school inspection	9 February 2007
School address	Swan Lane Stock Ingatestone CM4 9BQ
Telephone number	01277 840265
Fax number	01277 840587
Email address	admin@stock.essex.sch.uk

Age group	4–11
Inspection date(s)	22–23 May 2012
Inspection number	379009



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 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.

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 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 St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Miranda Perry

Additional Inspector

Fatiha Maitland

Additional Inspector

This inspection was carried out with two days' notice. Nineteen lessons or part lessons were observed, amounting to about seven and a half hours in total. Four lessons were observed jointly with the headteacher. Meetings were held with groups of pupils, the Chair of the Governing Body and staff. Inspectors looked at a range of evidence, including the school's documents for self-evaluation and safeguarding. Inspectors observed the school's work, looked at pupils' work and the tracking system used to monitor pupils' progress. Inspectors considered the responses to the 71 questionnaires completed by parents and carers as well as those completed by pupils and staff.

Information about the school

Stock Church of England School is an average-sized primary school. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is below average. The school meets the current floor standards, which sets the government's minimum expectations for attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Attainment is above average. The school is not yet outstanding because, although there are examples of outstanding progress, the majority of pupils, particularly those who currently attain average standards in Key Stage 2 and those in the Reception Year, make progress that is no better than good.
- Pupils achieve well. Pupils' attainment by the end of Key Stage 2 has been above average for the last three years. The school has recovered from a dip in progress in 2011. Currently, some pupils make outstanding progress. For example, in Key Stage 2, more-able pupils achieve highly in mathematics, and disabled pupils and those with special educational needs make exceptional progress in writing. Progress for the majority of pupils is good. Progress for children in literacy in the Reception Year is satisfactory, but rises to good by the end of Year 1.
- Pupils benefit from teaching which promotes their confidence and independence. Consequently, pupils have a sophisticated understanding of how well they are doing, and what they need to do to improve. Occasionally, lesson activities are not challenging enough for all pupils. In the Reception Year, the teaching of phonics (letters and the sounds they make) does not always meet children's individual learning needs.
- Pupils demonstrate highly positive attitudes to learning. They act safely, and are polite and courteous. Pupils with particular needs have made marked improvements in their behaviour over time because behaviour is managed very well by the school.
- Leaders and managers model best practice to lead and bring about improvements in teaching. School performance is managed well and development planning is well focused on improving progress overall, but not focused enough on improving the progress of average-attainers in Key Stage 2.

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

The positive school ethos enables pupils to enjoy a curriculum which incorporates many opportunities for their spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- By July 2013, increase to 50% the proportion of average-attaining pupils in Key Stage 2 who make outstanding progress by:
 - providing average attainers in Key Stage 2 with consistently challenging activities in lessons
 - developing a more specific focus in improvement plans on outcomes for average attainers in Key Stage 2.
- Improve the progress of children's literacy in the Reception Year so that it is always at least good by December 2012, by restructuring the teaching of phonics so that it meets pupils' individual needs.

Main report

Achievement of pupils

Inspection findings that pupils make good progress and achieve well are endorsed by parents and carers, who are happy with the progress their children are making. Children enter the Reception Year with knowledge, skills and abilities broadly in line with national expectations for their age. They leave slightly above national expectations in all learning areas, except literacy, where progress in the Reception Year is satisfactory. Progress in literacy is often outstanding in Year 1. This means that pupils make good progress in Key Stage 1 overall. For example, in a Year 1 lesson on writing creation myths, pupils rapidly developed techniques to write creatively and imaginatively. One pupil commented, 'It really got me this lesson. I did really well.'

In Key Stage 2, pupils make good progress overall, and there are examples of outstanding progress of more-able pupils and some who are disabled or with special educational needs. Average-attainers do not progress as well as this. In a Year 6 mathematics lesson, high-attaining pupils solved demanding calculations in systematic and logical ways because they had learnt strategies to work out answers independently without undue reliance on the teacher for help. In a Key Stage 2 English lesson, disabled pupils and those with special educational needs made outstanding progress writing in the first person because of effective support from a teaching assistant. In the same lesson, average-attaining pupils did not learn so well because activities did not always meet their specific needs.

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

Attainment in reading is above average by the end of both Key Stages 1 and 2. By the time they leave the school, pupils' attainment in reading is around five months ahead of the national average. Pupils at the school are excited and enthusiastic about reading, and make the most of having the local library on site. The progress of reading for children in the Reception Year is not consistently good, because the way phonics is taught does not always effectively target gaps in children's learning.

Quality of teaching

The inspection found teaching to be good, and parents and carers agreed with these findings. Good teaching leads to pupils' generally good progress. Pupils respond well to the high expectations their teachers usually have of them. For example, in a Year 3 science lesson pupils took responsibility for organising their own experiment and describing to each other, using subject-specific vocabulary, what their findings were. Pupils usually learn well because they understand thoroughly what their learning objectives are, how teachers assess their progress, and exactly what they need to do to reach their targets.

All pupils, particularly those in Key Stage 2, develop socially, morally, and culturally because they are expected to work as they would in an adult workplace. They learn how to work well in groups, and develop skills as friendly critics of each other's work. Pupils said that when their peers assessed their work, it really helped them to improve, because another opinion was always valuable. Relationships are very positive.

Lessons are thoroughly planned and this particularly benefits disabled pupils and those with special educational needs. Teachers' and teaching assistants' planning of work responds to, and builds on, these pupils' prior learning, so that they extend their knowledge and understanding, and develop a good range of skills. Activities planned for average-attaining pupils in Key Stage 2 are not always challenging enough or focused enough on ensuring their more rapid progress. For example, a Key Stage 2 lesson plan included specific activities for individually identified more-able and less-able pupils, but not average-attaining pupils.

The teaching of reading is mostly good. In a Year 6 group session, pupils were reading a novel which inspired them, and the teacher supported them to analyse character, plot and language in a detailed way. The timing, focus and staff deployment in a Reception Year phonics session meant that some pupils did not make good progress.

Behaviour and safety of pupils

Behaviour is typically good across the school. Almost all parents and carers who responded to the questionnaire agree that the standard of behaviour is consistently good. Outside agencies who come to work with the pupils comment on how effectively the school has managed and improved behaviour over time, particularly

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

for those pupils who have behavioural difficulties.

Pupils concentrate well in class, and adhere strictly to routines which enable lessons to flow smoothly. Their positive attitudes to learning in class much contribute to their good progress.

Pupils say that bullying does not happen very often, and if it does, the school deals with it well. They think the system of having a 'worry' and an 'apology' box is a good one. The pupils appreciate the school's strategies to help them prevent bullying from occurring. For example, the Year 6 pupils lead an anti-bullying week, and they say this helps them understand the differences between cyber-bullying and other types of bullying.

All parents and carers who responded to the questionnaire said that their children feel safe at Stock School. Pupils have a good understanding of how to keep safe, particularly in the playground. One pupil said, 'We are hurt free in the playground because we know how to play properly on the equipment.' Pupils' attendance is consistently above average.

Leadership and management

Leaders have addressed the issues that led to a dip in the rate of progress in 2011. They have changed the tracking of pupil progress and teacher performance management to hold individual teachers accountable for their class's achievement. They have developed and deployed staff so that they work to their strengths. Leaders and managers for both key stages have been particularly assiduous in providing training for staff to support disabled pupils and those with special educational needs. The school promotes equality of opportunity well because staff work hard to close any gaps between school performance and national averages for all groups of pupils. There is no discrimination in this harmonious school community.

The governing body provides good challenge to school leaders, because of its commitment, expertise and efficient working practices. Governors make sure arrangements for safeguarding are effective and requirements are met. A focus for the governing body has been to ensure the school's future, through effective succession planning, and by putting in to place systems that will bring about improvements that are sustainable. Pupils' good achievement and their positive conduct and attitudes to learning supported by good teaching show the school's capacity to improve further.

The school's strategic plans are well focused on improving progress across the key stages. Although the progress of some pupils is outstanding, for example those at the extremes of the full ability range, a focus on improving the progress of average-attaining pupils in Key Stage 2 is lacking.

Pupils at Stock School are engaged by a broad and balanced curriculum. They

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

particularly enjoy the extra-curricular opportunities. One Year 6 pupil said of a most recent trip, 'It is honestly the best thing I have ever done.' The school's partnership with the local community and church means that pupils' social, cultural, spiritual and social development is well catered for. One parent commented, 'This school is a family, which serves its community well.'

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



24 May 2012

Dear Pupils

Inspection of Stock Church of England Primary School, Ingatestone, CM4 9BQ

My colleague and I thoroughly enjoyed our two days inspecting your school. Thank you for making us most welcome. Your maturity, independence and good behaviour impressed us a lot. We agree with you that your school helps you to do well.

You go to a good school and make good progress in lessons to reach standards above those in most schools. You really understand how well you are doing, and what you have to do to get better. We like the way you take your work seriously and behave well for learning. We think the school supports your personal development well, and we know how much you enjoy the trips the school provides for you.

We have asked your headteacher and governors to help you make even better progress. To do this, we want your teachers to make sure activities in lessons are always challenging for all of you, especially for those who get average marks in Key Stage 2. We have also asked your headteacher to reorganise the way you are taught to read when you first come to school so you learn more quickly.

You can help by continuing to behave well for learning and challenging yourselves to do your best.

Yours sincerely

Miranda Perry
Lead 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. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**