

Stockingate Mill Junior School

Stockingate, South Kirkby, Pontefract, West Yorkshire, WF9 3DP

Inspection dates

3–4 October 2012

| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not enough teaching is consistently good and at times the work pupils are asked to do does not fully match their abilities.
- Teachers often ask simple questions which do not provide pupils with enough opportunities to give detailed answers to deepen their understanding.
- While most pupils make the progress expected in English and mathematics, relatively few make accelerated progress and a significant minority makes slow progress.
- Leadership and management do not promote a quick enough pace of school improvement.
- While leaders and managers monitor the quality of teaching regularly, the information gained is not used vigorously enough to raise the quality of teaching.
- The governing body does not provide sufficient challenge for school leaders to explain why achievement is not stronger and why pupils are not making quicker progress.

The school has the following strengths

- The quality of teaching in Year 3 is good and enables pupils to make a secure start to Key Stage 2.
- Handwriting is taught well and pupils take a pride in the presentation of their work.
- Pupils feel safe and secure, behave well and show good attitudes to learning.
- Staff look after pupils well and provide effective support for their personal development.
- A wide variety of well-planned enrichment opportunities enhances the curriculum and broadens pupils' experiences.
- Pupils' progress is assessed regularly and, recently improved, recording systems provide clear and detailed information about the gains they are making.

Information about this inspection

- Inspectors observed 13 lessons of which two were joint observations with the headteacher.
- Meetings were held with pupils from Years 3 to 6, the Chair of the Governing Body, a representative from the local authority and school staff with management responsibilities.
- Inspectors took account of the five responses to the on-line questionnaire (Parent View), the 11 staff questionnaires and the views of parents they met informally in their planning the inspection.
- They observed the school's work and looked at a number of documents including the school's own data on pupils' current progress, planning and monitoring documentation, records in relation to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Keith Bardon, Lead inspector

Additional Inspector

James McGrath

Additional Inspector

Full report

Information about this school

- Stockingate Mill Junior is a little smaller than the average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or who have a statement of special educational needs is above average.
- With very few exceptions pupils are of White British heritage and all pupils speak English as their first language.
- The school meets the government's current floor standards which set the minimum expectations of pupils' attainment and progress.

What does the school need to do to improve further?

- In order to raise standards and accelerate pupils' progress, particularly in English and mathematics, improve the quality of teaching by:
 - ensuring that in all lessons the work provided is matched closely to pupils' different abilities and promotes rapid gains in learning
 - asking open-ended questions that encourage pupils to think and reason, and to give full and detailed answers
 - providing more opportunities to discuss ideas and ways of working during whole-class parts of the lesson
 - making frequent and thorough assessments of the progress pupils are making as the lesson proceeds, and adjusting the teaching accordingly.
- Increase the impact of leadership and management by:
 - sharpening the focus of all staff on improving pupils' academic progress
 - making more effective use of the information gained from monitoring to improve the quality of teaching
 - constructing and implementing plans for development, which have sharp and measurable targets based on improving pupils' learning and increasing their progress
 - increasing the ability of the governing body to challenge the school and hold it to account in order to raise standards.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' attainment on entry to Year 3 is broadly average. They acquire knowledge, understanding and skills at a steady pace, although the progress made in different classes and lessons varies due to inconsistencies in the quality of teaching.
- By the end of Year 6 pupils' attainment in English and mathematics is similar to the national average. This has been the position for some time and while there has been a recent improvement in writing, there have been dips in other subjects, particularly mathematics.
- From the time they join the school in Year 3, pupils are taught the correct way to join letters and encouraged to write neatly and consistently. As a result, with very few exceptions, they acquire a fluent style of joined-up handwriting which is a pleasure to read.
- The content of pupils' written work and their reading skills progress at a steadier pace. Although by the end of Year 6 the majority of pupils write at the level expected for their age, basic mistakes are still quite common. For example, combining too many phrases into overlong sentences shows a lack of understanding of the use of punctuation.
- By Year 6, a large majority of pupils reads stories and information texts competently and with the expected level of understanding. A small minority finds the identification of new and unfamiliar words difficult because their understanding of how letters blend together to make sounds is underdeveloped.
- Pupils' attainment and the progress they make in mathematics vary widely. Higher-ability Year 6 pupils rise extremely well to the challenge of constructing different mathematical shapes using four triangles and achieve good levels of success. Lower-ability pupils struggle to add simple numbers and have difficulty applying strategies with which they should already be familiar.
- Disabled pupils and those who have special educational needs and pupils who are supported through the pupil premium maintain a similar rate of progress to that of other pupils, steady but in need of improvement.

The quality of teaching requires improvement

- The quality of teaching is variable, some is good but much requires improvement. A broad range of indicators, including outcomes for pupils, show this quality of teaching to be the norm for the school.
- In some mathematics lessons, pupils are given opportunities to investigate, solve problems and work with numbers in stimulating ways but in others the work lacks clear structure and pupils are unclear about the methods they are learning.
- In the more effective lessons the work given to pupils is matched sharply to their differing abilities and all make good progress. In contrast, there are lessons in which tasks are not modified well enough and prove too difficult for some pupils or not sufficiently challenging for the most able.
- The teacher's voice too often dominates whole-class discussions and opportunities to debate matters and for pupils to raise their own questions are too often missed.
- Teachers ask frequent questions which help to maintain pupils' full attention. However, these often require a simple factual response and the teacher moves on before exploring fully the depth of pupils' understanding or encouraging them to add more to their answers.
- While teachers often circulate around the class when pupils are working and check they are on task, only in the better lessons do they make frequent assessments of how well pupils are doing and adjust their teaching to ensure that objectives are successfully achieved.
- A very positive characteristic of the good teaching in Year 3 is the encouragement pupils receive to evaluate each other's work. By asking why they have selected a particular piece of work as the best, teachers deepen pupils' understanding of what constitutes good achievement and

extend and develop important learning skills.

- All teachers set pupils well-judged and individual literacy and numeracy targets. Pupils appreciate the guidance these provide and are keen to achieve them.
- Relationships between staff and pupils are good and lessons progress smoothly and with very little interruption.
- Teaching assistants are generally deployed well. They explain tasks clearly to the pupils so that all are included and able to participate fully in lessons.

The behaviour and safety of pupils are good

- Parents, pupils, and staff share the same, positive, views of pupils' behaviour. They are polite and friendly, and work and play well together.
- Pupils' enjoyment of school is reflected fully in their good attendance and the enthusiasm they show for new knowledge and ideas. They answer the questions put to them readily and listen carefully to staff and each other.
- Staff have very high expectations of pupils' behaviour and discipline is managed seamlessly.
- Pupils express no concerns about personal safety. They report that behaviour outside of class is not quite as good as that in lessons but they have full confidence in staff to deal quickly and effectively with any matters that arise, including the very rare incidents of bullying.
- Pupils show a healthy curiosity about the world around them and recent contact with a school in China is a source of considerable awe and wonder. They remember with pleasure the talk given by two visiting 'Chinese ladies' and the headteacher has received many letters from pupils to take to China on the return visit.
- Older pupils in particular readily take on responsibilities around school, helping younger pupils to settle in when they start Year 3, acting as playground monitors to help any that need it and assisting at lunchtime with the smooth running of the meal break.
- 'Working as a team' is a feature of the lessons that pupils like best, along with opportunities to work independently and to use their imagination. They cooperate well, sharing ideas amicably, discussing sensibly and letting others have their say.
- Pupils show concern for those less fortunate and readily raise funds to help them. Money raised from events chosen and organised by the pupils support a child in Bolivia and provide assistance for various charities, including Barnardo's.
- Staff pay close attention to pupils' care and welfare, and respond quickly and effectively to any whose circumstances may make them vulnerable.

The leadership and management require improvement

- Although leaders and managers promote a school ethos that is positive and welcoming, staff have a tendency to place more emphasis on pupils' personal development than on their academic achievement. Consequently, while pupils make good progress in their spiritual, moral, social and cultural development, progress in other key areas such as literacy and numeracy is slower and requires improvement.
- The quality of teaching is checked regularly using a range of appropriate strategies, including lesson observations, learning walks around school and examinations of pupils' workbooks. The information this provides is discussed regularly by members of the senior leadership team and used to identify the training needs of staff. However, what teachers need to improve, and how and when it is to be achieved, is not defined and transmitted clearly enough, so too much of the impact of monitoring is lost.
- While some elements of the curriculum are in need of improvement, for example, the programme for teaching mathematics, other aspects engage and stimulate pupils to learn. The

linking of science to literacy in lessons seen in Year 3 gave pupils a clear purpose for report writing and they set about the task with a will.

- Plans for development reflect the school's main priorities but often fail to set sharply-focused and measurable targets for success based on what pupils are expected to gain from each of the initiatives.
- Statutory requirements regarding safeguarding are met.
- The local authority has provided limited support for this school since the last inspection. Consequently, it has not improved quickly enough. This is about to change. The school has been enrolled on a carefully structured programme to raise its effectiveness and will shortly receive additional adviser support.

■ **The governance of the school:**

- members of the governing body, and particularly the Chair of the Governing Body, have a much higher profile in and around school than at the time of the last inspection and, as a result, have acquired a better understanding of its day-to-day work and performance
 - they do not, however, challenge the school sufficiently, particularly with regard to pupils' progress and achievements, or ask sufficient questions about how development initiatives are improving learning.
-

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

| | |
|--------------------------------|-----------|
| Unique reference number | 130865 |
| Local authority | Wakefield |
| Inspection number | 406381 |

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

| | |
|--|--|
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7-11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 206 |
| Appropriate authority | The governing body |
| Chair | Robert Burrows |
| Headteacher | Hazel Winter |
| Date of previous school inspection | 07 December 2010 |
| Telephone number | 01977 723840 |
| Fax number | 01977 723840 |
| Email address | headteacher@stockingatemill.wakefield.sch.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



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 and as part of the inspection.

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