

Stockingford Infant School

Inspection report

Unique reference number	125543
Local authority	Warwickshire
Inspection number	381087
Inspection dates	12–13 July 2012
Lead inspector	Derek Aitken

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Philip Goode
Headteacher	Gwyneth Evans
Date of previous school inspection	1 December 2008
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Age group	4–7
Inspection date(s)	12–13 July 2012
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Introduction

Inspection team

Derek Aitken Additional Inspector

Raymond Biglin Additional Inspector

Janet Bird Additional Inspector

This inspection was carried out with two days' notice. Inspectors visited 20 lessons taught by 13 teachers. Inspectors scrutinised pupils' written work in English and listened to individual pupils reading. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at a range of documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 49 parents and carers, and 49 staff.

Information about the school

Stockingford is larger than most infant schools. A very large majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those who have special educational needs, supported by school action plus or a statement of special educational needs, is broadly average. The statemented pupils have a range of difficulties. In addition, the school has specially resourced provision for up to 10 pupils with speech and language difficulties, all of whom are registered on the school roll. These pupils also attend mainstream classes. The school provides for children in the Early Years Foundation Stage through four Reception classes. Since September 2011 the school has been participating in a local authority initiative, 'Achievement for All', which aims to reduce gaps in achievement between different groups of pupils.

The school runs a daily breakfast club which was observed during this inspection. A Day Nursery – Apple Grove- operates on the school site. This facility is managed by a private provider and is subject to a separate inspection.

The school is merging with the on-site junior school to form a new primary school in September 2012.

The school has Healthy Schools status and its other awards include the Artsmark (Silver). It holds national accreditation for its nurture group provision.

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. It is not outstanding because there are a few variations in the pace of learning and the school does not analyse the progress of different groups of pupils in sufficient depth so that pupils' achievement is good rather than excellent.
- Pupils leave Year 2 with attainment that is a little above average in all subjects. Attainment is rising in Reception and in Year 2. Pupils, including those pupils in the designated speech and language provision, disabled pupils and other pupils with special educational needs, make good progress.
- Teaching is good. A few outstanding elements were observed in lessons when teachers' high expectations for pupils' performance resulted in a fast pace of learning. On a few occasions, more noticeably in Year 1, planning is not fully adapted to challenge all groups. Some marking is not sufficiently linked to pupils' targets to provide them with useful guidance to improve their work.
- Most pupils behave well and have good attitudes to their work. Well-organised provision in Reception enables children to become independent quickly and develop good social skills. Pupils and their parents and carers are right to think that the school provides a safe environment for pupils. Attendance, while improving, remains below average.
- Stable, experienced staffing and leadership underpin the school's effective work. Professional development has been used successfully to raise pupils' attainment, especially in writing, and to help new staff strengthen their teaching expertise. Teaching is well led and staff receive useful feedback to develop their practice. The tracking system records the progress of individual pupils. It does not enable leaders to acquire an acute overview of the progress of groups of pupils and to use this information to the fullest advantage in support of closing gaps in achievement between groups of pupils.

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What does the school need to do to improve further?

- Accelerate the pace of learning in Year 1 by:
 - ensuring that consistent use is made of assessment information to plan lessons which challenge all groups of pupils.

- Further raise achievement by:
 - ensuring that marking provides better assistance for pupils to guide their efforts to achieve their targets
 - refocusing the tracking system to monitor the progress of groups more sharply.

- Re-double efforts to work with identified parents and carers to improve pupils' attendance further and meet the school's target of 95% by July 2013.

Main report

Achievement of pupils

Inspection findings endorse the views of parents and carers that pupils make good progress. Children's skills and knowledge on entry to Reception are well below national expectations in all areas of learning, especially in literacy. They make good progress as the well-resourced accommodation is used flexibly to ensure children have ample opportunities to develop their skills in depth. Pupils enjoy their topics, which provide relevance and purpose to their learning. By the end of Reception, most children are attaining below national expectations but girls usually achieve better than boys. This gap has partly closed over time as a result of teachers making the curriculum more interesting for boys in particular to develop their writing skills.

By the end of Year 2 pupils are working at slightly above average levels in reading, writing and mathematics. The attainment of lower- and middle-attaining boys has improved considerably this year, but more girls achieve at the higher levels in reading and writing. Boys and girls achieve equally well in mathematics. Pupils known to be eligible for free school meals attain more highly than their national peers. In the last two years, pupils' improved attainment throughout the school has resulted, in part, from the systematic use of reading and letters and sounds (phonics) programmes. Pupils benefit from well-planned opportunities in afternoon lessons to apply their literacy and numeracy skills through topic work. In Year 1, most pupils demonstrate in their written work that they understand the importance of the opening sentence and use paragraphs correctly to order their ideas and information. Lower- and middle-attaining pupils in Year 2 read accurately, although sometimes with little expression. They usually apply their knowledge of phonics correctly to sound out unfamiliar words. Pupils make faster progress in Year 2 as lesson planning is adapted better to cater for different levels of ability and provides

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extra challenge for pupils, for example during mathematical problem-solving activities.

Pupils in the designated speech and language provision develop their reading and communication skills well. Disabled pupils and those with special educational needs receive extensive support and benefit from regular access to the facilities in the specialist provision. They are frequently challenged to work independently and similarly make good progress, not only in English and mathematics, but also in developing their skills in art work.

Quality of teaching

Parents and carers believe that pupils are taught well. Reception staff question small groups or individual children very effectively to reinforce their understanding of key vocabulary. Most teachers encourage pupils to appraise one another's work to raise their aspirations and help them understand how they can improve it. Most teaching fosters pupils' spiritual, moral, social and cultural development well and secures pupils' enthusiastic participation, for example, through setting 'little challenges'. In the outstanding lessons, the teachers' high expectations and probing questioning ensure a brisk pace of learning. For example, in a Key Stage 1 phonics lesson pupils quickly built up lists of words and identified correct ways of adding suffixes while higher-attaining pupils moved sharply onto more demanding work scanning text. Reading skills are taught well. In one-to-one sessions, staff focus firmly on ensuring slower readers develop fluency and accuracy. Teaching assistants support disabled pupils and those with special educational needs effectively and are sometimes deployed imaginatively to question other groups of pupils to assess their understanding and progress. Pupils in the designated speech and language provision benefit from carefully structured interventions which promote their understanding of spelling patterns, word recognition and pronunciation very effectively.

On a few occasions, teaching is weaker, for example when pupils spend too long on the carpet reviewing previous learning or when planning does not reflect the needs of different groups of pupils. This reduces pupils' active involvement in lessons and restricts challenge for all pupils. Discussions with pupils and analyses of their work revealed that pupils know their targets and more-able pupils make good use of opportunities for extended writing, but marking is of variable quality across the year groups and is not clearly linked to pupils' targets.

Behaviour and safety of pupils

Pupils work hard and, as the teaching allows, participate willingly in lessons and respond well to being challenged. Most children in Reception demonstrate a willingness to work independently indoors. They concentrate well and show perseverance in working through tasks and solving problems. They benefit from good opportunities in the outdoor area to mix with children from the other Reception classes.

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Some pupils have weaker social skills and require regular encouragement and reinforcement of positive behaviour from staff, for example, through nurture group activities. The personal development of these pupils is very effectively monitored through sharply defined targets in individual education plans and is actively encouraged through the breakfast club. Pupils are keen to support each other as partners. More-able pupils show sufficient self-confidence to guide the learning of other pupils. Pupils show pride in their school and sing the school song (The Climb Song) with its positive, aspirational message enthusiastically. Most pupils behave well in assemblies, in lessons and around the school. Inspectors also found behaviour over time to be good, as reflected, for example, in the rare occurrence of prejudice-based incidents.

Although the proportion of parents and carers who completed a questionnaire was below average, almost all considered behaviour to be good and reported that their children felt safe in school. Pupils endorse these comments and say that bullying of any type is rare and is quickly dealt with by staff. Pupils have a clear understanding of fire, road and internet safety and feel confident in approaching staff, if they need their help. Pupils value opportunities to take on responsibility as school councillors, e-safety committee members and to lead the singing in assembly. Pupils' sense of well-being in school is enhanced through opportunities to take part in a wide range of activities organised by the Children's University. Attendance has improved considerably over the last few years but still remains below average as a small but not insignificant proportion of parents and carers fail to ensure their children attend regularly.

Leadership and management

The leadership team has implemented some well-considered initiatives since the last inspection to improve provision across the school, especially in developing pupils' literacy skills. Challenging targets for Year 2 are met and the progress of pupils in the resourced provision is closely monitored. The school development plan includes effective contributions from middle leaders. Professional development is clearly linked to strategic planning and staff performance is managed effectively, for example through teachers coaching one another. Staff have received specialist training this year to enhance their awareness of the importance of non-verbal communication for pupils with speech and language difficulties. The school has made good progress since its last inspection and is well placed to improve further.

Senior leaders have a clear overview of strengths and the main areas for development in pupils' skills. The school's established tracking system focuses solely on individual pupils, rather than also considering the performance of specific groups. This means that a few opportunities are missed to drive improvement even more quickly by measuring the progress of groups precisely and ensuring lesson planning is adapted in all lessons to meet their needs and close gaps in achievement further. Overall, equal opportunities are promoted well, as reflected for example, in the improved attainment of lower- and middle-attaining boys in English and the successful integration of pupils in the designated speech and language provision into

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mainstream classes. The governing body supports and challenges leaders effectively. Current requirements for safeguarding are met to ensure that pupils are kept safe.

The school provides a broad and balanced curriculum which ensures effective coverage of basic skills but also provides pupils with clear opportunities to develop their artistic and creative talents, for example in making exotic animals from shoe-boxes. The curriculum fosters pupils' spiritual, moral, social and cultural development well, for example through 'Festival of Arts' activities and a range of visitors from different faiths.

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.



16 July 2012

Dear Pupils

Inspection of Stockingford Infant School, Nuneaton CV10 8JH

I would like to thank you for your help when the inspection team visited your school and for sharing your views with us. Yours is a good school which has continued to improve since it was last inspected.

- You are taught well and this helps you to reach slightly above-average levels of attainment by the end of Year 2. You make good progress.
- You told us you feel safe and showed us you know ways of keeping safe in situations which might cause problems. You behave well and are keen to support each other in lessons.
- The school is led well. Leaders make good plans to improve your education.

To help you achieve even better we have asked the staff to:

- make sure that all lessons in Year 1 are planned carefully to challenge all pupils
- mark your work better to help you take small, clear steps to reach your targets
- track how well groups of you are doing as well as individuals
- work even harder with some parents and carers whose children attend school less regularly.

You can all help by acting upon your teachers' advice for improving your work and by coming to school as often as you can.

Yours sincerely

Derek Aitken
Lead inspector

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