

Stocksfield Avenue Primary School

St Cuthbert's Road, Fenham, Newcastle-upon-Tyne, Tyne and Wear, NE5 2DQ

Inspection dates 21–22 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Children get a very good start to their time in school due to good provision in the Nursery and teaching that is sometimes outstanding in the Reception class.
- Pupils make good progress in Key Stage 1 and enter Year 3 with standards that are above average overall due to teaching that is at least good and sometimes better.
- Pupils make good, and sometimes better, progress across Key Stage 2 as teaching accelerates their progress particularly in Year 6. Consequently, pupils leave with standards that are well above average.
- Pupils who are disabled or have special educational needs also make better than expected progress as the school is very effective at supporting pupils with specific needs.
- Teaching has improved across the school and is now good with some that is outstanding. Teachers' very effective questioning promotes pupils' speaking and listening skills and this accelerates pupils' progress.
- Pupils' behaviour is outstanding as they work and play exceptionally well together. They respond well to their teachers in and out of lessons and are very keen to learn. They have an excellent understanding of how to keep safe.
- The headteacher provides inspirational and visionary leadership. She is ably supported by a strong leadership team and a very effective and supportive deputy headteacher. They have been instrumental in driving improvement across the school.
- Governors are very knowledgeable and provide strong support and challenge.

It is not yet an outstanding school because

- Although progress in writing is inconsistent at Key Stage 2, it is improving. Further time is needed to embed the good practice used in marking at Key Stage 1.
- Teaching is not yet consistently outstanding. The structure of lessons does not sufficiently accelerate progress for all pupils.

Information about this inspection

- Inspectors observed 37 lessons or parts of lessons of which four were joint observations with the headteacher. In addition, they listened to some Year 2 pupils read and observed teaching assistants working with pupils both in and out of lessons.
- Inspectors talked to a range of pupils about the school, including at playtimes and lunchtimes, as well as one specific group about their work and play in school.
- They met with four members of the governing body as well as teaching staff, including senior and middle leaders. They also met with a local authority representative about support for the school.
- Inspectors took account of 27 responses to the on-line questionnaire (Parent View) in planning the inspection. They also looked at the school's parent and pupil questionnaires and considered specific comments received from two parents and one member of staff by letter.
- They observed the overall work of the school including its school-improvement plans, minutes of the meetings of the governing body and school action plans. They also looked at documents relating to safeguarding, behaviour and attendance.
- Inspectors also looked at a wide range of other evidence including pupils' current work in books across the whole school, and evidence on the school website representing the school's wider achievements.

Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Anne Firth

Additional Inspector

Kathleen Mullen

Additional Inspector

Full report

Information about this school

- The school is a well above average sized primary school.
- An average proportion of pupils are eligible for the pupil premium.
- An average proportion of pupils are supported at school action. A below average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- Most pupils are of White British heritage although there is a growing proportion of pupils who speak English as an additional language.
- The school has achieved the Healthy School, Eco School Green Flag and International School awards.
- The school meets the current government floor standards, which set the minimum expectations for schools in terms of standards and progress.
- The deputy headteacher has been appointed since the last inspection.
- The school has a children's centre and out-of-school provision that is not managed by the governing body and is subject to a separate inspection by Ofsted. Its report will be available on the Ofsted website.

What does the school need to do to improve further?

- Improve the consistency of progress in writing across Key Stage 2 by:
 - embedding the good practice of marking writing, in Key Stage 1
 - improving pupils' handwriting and presentation skills so that they are more efficient and effective when writing.
- Improve teaching so that it is consistently outstanding by:
 - developing a more investigative approach to learning in order to accelerate pupils' progress in all lessons
 - providing a better balance in lessons between teacher-led and pupils' independent learning, to allow pupils to accelerate their own progress
 - ensuring that work in lessons allows the less-able pupils to be more independent in their learning
 - improving marking in mathematics so that it clarifies pupils' misunderstandings.

Inspection judgements

The achievement of pupils is good

- Achievement is good and sometimes outstanding as teaching has substantially improved since the last inspection. Data have been used well to drive improvement, with aspirational targets set for pupils and teachers, to accelerate pupils' progress.
- Children get a really good start to their time in school. They usually join the Nursery with skills that are typical for their age and they make good, and sometimes outstanding, progress. In Reception their needs are particularly well met through some outstanding group learning activities and well developed outdoor learning.
- Pupils make good, and sometimes better, progress in Key Stage 1 as some teaching, particularly in mathematics, is outstanding. They make good progress in reading due to the good quality teaching of the sounds that letters make (phonics). Good questioning and the effective use of picture clues also develop pupils' understanding of the text further. By the end of Key Stage 1 standards in reading, writing and mathematics are above average.
- Pupils make good, and sometimes better, progress overall in reading and mathematics at Key Stage 2. Progress in writing has, over time, been inconsistent but is now improving as marking practice becomes more embedded.
- By the time pupils reach the end of Key Stage 2 standards are well above average overall. Standards in writing across Key Stage 2 are closer to average but improving. Attainment is continuing to rise and progress is beginning to accelerate, particularly in Year 6.
- Disabled pupils and those who have special educational needs make good, and sometimes better, progress as the school is committed to ensuring they receive good quality support. Support is well planned and pupils work with teaching assistants who are skilful in meeting their needs.
- Pupils entitled to money from the government through the pupil premium and those who speak English as an additional language also make good progress due to well targeted support.

The quality of teaching is good

- Teaching is good overall and a growing proportion is outstanding due to the school's commitment to improving the quality of teaching.
- Teachers use questioning exceptionally well to probe pupils' understanding and to accelerate their progress. Pupils' speaking and listening skills are well developed as pupils are encouraged to discuss and develop their thinking.
- Teachers share with pupils what they are learning about in lessons and they use targets well to support pupils' learning. Pupils also use these targets well and are able to assess their own learning and whether or not they have achieved their objective.
- Teachers use marking well in order to accelerate pupils' progress. Occasionally, marking in mathematics and writing needs to clarify misunderstandings in more detail.
- Occasionally, there is not a good enough balance in lessons between teacher-led learning and pupils' independent work. This limits pupils' progress. For example, while the teaching in a writing lesson for Year 6 pupils was good, the lesson structure did not allow pupils enough opportunity for investigative work to move their learning forward at a faster rate.
- Teachers meet pupils' needs well in the majority of lessons. Occasionally, the less-able pupils are not always provided with activities to help them to work on their own. In a mathematics lesson about measuring in Year 2, the less-able pupils were able to make outstanding progress due to the way their learning was supported through the use of practical mathematical equipment and activities that enabled them to work on their own.
- The teaching of disabled pupils and those who have special educational needs is well adapted

according to their needs. They receive a good, balanced diet of specific work and support that ensures they make the same good progress as their classmates.

- Pupils who are entitled to pupil premium funding to support their needs make good progress overall in lessons. The school has worked hard to close the gap regarding their progress, compared with others. This gap is now closing due to better teaching.
- Pupils greatly enjoy completing their learning logs at home. The logs enable pupils to use their skills independently and allow them to pursue their own interests. A few pupils showed exceptional skills in the way they presented their work and their overall creativity.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well in and around the school. They work and play together well, particularly at playtimes and during lunchtimes. They socialise well in the dining hall.
- Pupils were keen to tell inspectors that there was no bullying in the school and that all staff were really helpful if they needed assistance. The school has very good procedures to deal with bullying. As part of anti-bullying week, the school conducted an excellent assembly about David and Goliath to help pupils understand about what bullying really is.
- Pupils say that they very much enjoy coming to school because of the wide range of activities that the school provides before, after and during school time. A very well attended after-school football session was thoroughly enjoyed by all pupils.
- Pupils say that they feel really safe in school. They also have an excellent understanding of how to keep safe in a range of contexts, including using the internet and mobile phones. The school's website also provides valuable information about e-safety.
- Attendance is now average and continuing to rise as the school has good procedures in place to ensure all pupils attend well. Pupils are punctual to school and to lessons, as they are keen to learn.
- The school's curriculum supports pupils' personal development well. Pupils are encouraged to take responsibility in and around the school and they support each other exceptionally well when they play and work together.

The leadership and management are good

- The headteacher provides outstanding leadership which, since she arrived at the school, has had a very positive impact on teaching, pupil outcomes and the rigorous systems that now underpin the work of the school.
- The deputy headteacher provides good support for teaching and learning as well as working in a strong partnership with the headteacher to drive improvement. Other leaders also provide good support to the school's overall improvement.
- Accurate checking of the school strengths and weaknesses, tracking of data and the comprehensive monitoring of teaching and learning have been key to the school's rapid progress. The school knows itself very well and has identified accurately key areas for improvement.
- Performance management has been used very effectively to improve teaching and drive up standards. Teachers have clear targets for improvement that have had a positive impact on pupil outcomes. Good professional development has further promoted improvements in teaching.
- The school's curriculum is developing well and provides pupils with a growing number of memorable experiences. It gives good support to pupils' learning and progress. It is increasingly meeting pupils' needs through well planned creative activities that inspire pupils to learn.
- The school works with a wide range of partners. It has particularly strong links with its partner secondary school, with teachers working across the two schools for the benefit of pupils and

their own professional development.

- The local authority has provided good support to the school on its journey of improvement since the last inspection.
- Engagement with parents has been a key area for improvement. The school now has a wide range of opportunities to involve parents in their child's learning, for example, parents were seen working with their children on mathematics. They were keen to have the opportunity to share learning experiences with their children.
- The school has a strong commitment to ensuring pupils are safe and its safeguarding procedures meet requirements.

■ **The governance of the school:**

- Provides the school with good support and challenge. Governors have a wide range of skills and are keen to improve governance further. They have been instrumental in supporting senior leaders in the drive for improvement. Governors have key areas of responsibility and work well with all staff. Through their involvement in the school's checking of its effectiveness, they have a clear idea of the school's strengths and areas for development.

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	108477
Local authority	Newcastle Upon Tyne
Inspection number	405171

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	470
Appropriate authority	The governing body
Chair	Stuart Bagnall
Headteacher	Sarah Knowles
Date of previous school inspection	4 October 2010
Telephone number	0191 274 8434
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