

Stoneydelph Primary School

Crowden Road, Wilnecote, Tamworth, B77 4LS

Inspection dates 26–27 February 2013

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 require improvement. It is not good because

- Pupils' achievement in mathematics and reading is still not as good as it could be.
- Although attainment and achievement in English and mathematics have improved to be broadly average, some pupils are still not making enough progress from Key Stage 1 to Key Stage 2.
- Teachers do not always use what they know about pupils' previous learning and progress to plan all lessons well enough. This limits the progress some pupils make.
- Pupils' achievement in reading is improving but higher-attaining readers do not have enough chance to read more challenging texts.
- Aspects of mathematics teaching, especially number calculations are not demanding enough in Years 3 and 4.
- Subject leaders do not check teaching and progress enough across year groups.

The school has the following strengths

- Achievement has improved but this has still to be reflected in external test results.
- The rigorous way that senior leaders find out how well the school is doing has resulted in significant improvements; especially in pupils' reading and writing.
- Achievement in writing is good throughout the school.
- Children make a good start in the Early Years Foundation Stage and achieve well.
- Policies to support vulnerable pupils are having a strong impact on their academic achievement and personal development.
- The school is taking successful measures to improve teaching.
- Pupils' attitudes to learning and their behaviour in lessons and around the school are consistently good.

Information about this inspection

- Inspectors observed 16 lessons, four of which were joint observations undertaken with the senior leadership team. A number of small-group activities were also observed.
- Inspectors talked to pupils in lessons, looked at their books, listened to them read and talked separately to a group of eight pupils from Key Stage 2.
- The inspectors had meetings with the senior leadership team, subject leaders and special education needs coordinators. Meetings were also held with the Chair of the Governing Body and a local authority representative.
- Inspectors took account of a recently conducted parental questionnaire and read letters handed in from parents during the inspection. There were no responses available to consider on the online questionnaire (Parent View). The team also analysed 26 questionnaires completed by school staff.
- Inspectors observed the school at work and looked at a range of documentation, including school development plans, internal and external progress information, pupils' books and the school's evaluation of its own performance. The team also looked at performance management information, reports produced by the local authority and records relating to behaviour and attendance, safeguarding and child protection.

Inspection team

Alan Giles, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Rowena Green

Additional Inspector

Full report

Information about this school

- This is a larger-than-average sized primary school. The Early Years Foundation Stage has a Nursery that admits three-year-old children and has two Reception classes for four-year-olds.
- Nearly all pupils are White British and there is a much lower-than-average proportion of pupils from minority ethnic groups. There are low numbers of pupils who speak English as an additional language.
- The number of pupils known to be eligible for the pupil premium, additional funding for looked-after children, pupils known to be eligible for free school meals and those with a parent in the armed services, is significantly above average.
- The proportion of disabled pupils and those with special educational needs supported through school action or at school action plus is above average. The proportion which has a statement of special education needs is below average.
- The school hosts specially resourced provision for pupils with special educational needs in the form of a hearing-impaired unit which is managed by the local authority.
- 'Footsteps', a before- and after-school club, shares the school site. It is not administered by the school's governing body and, therefore, receives a separate inspection. The report is available on the Ofsted website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of the Tame Valley Cooperative Learning Trust. It has received accredited awards for being Dyslexia Friendly, Investors in People, UNICEF Rights Respecting Schools, Healthy Schools status, Active Mark and Basic Skills.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better by:
 - making better use of information about pupils' progress to improve the pace and challenge in lessons and to see that work is set at the right levels for all pupils
 - teaching mathematics more effectively
 - developing skilful questioning to challenge pupils who are at different stages in their learning.
- Increase rates of progress in Key Stage 1 and Key Stage 2, particularly in mathematics and reading, by:
 - speeding up progress in mathematics, particularly in Years 3 and 4
 - giving higher-attaining readers a more challenging range of texts.
- Improve the effectiveness of subject leaders so they can:
 - be more accountable for teaching and learning in their subjects
 - check teaching and the progress pupils make across all year groups.

Inspection judgements

The achievement of pupils requires improvement

- The most recently published test results in 2012 show pupils' attainment and progress in mathematics to be significantly lower than English.
- Pupils' present attainment in Year 6 in English and mathematics has risen significantly to around average. However, achievement requires further improvement because progress in mathematics for most pupils is still not good enough in Years 3 and 4.
- Pupils' achievement is good in writing because of high teacher expectations to produce extended writing in all subjects. However, standards of presentation are more variable.
- The introduction of the teaching of phonics (letters and their associated sounds) means that most pupils are now making the expected progress in reading across the school. The number of higher-attaining pupils who make better-than-expected progress in reading is lower than that in writing because they do not have hard enough texts to read.
- The majority of children who enter the Nursery and Reception classes have social and language skills below those expected for their age. They benefit from good teaching and a wide range of stimulating activities and most pupils develop good reading, writing, mathematical and social skills. This prepares them well for the next stage in their learning.
- The most recent reading check indicates that Year 1 reading skills are below those expected nationally. Recent improvements in the teaching of phonics have improved reading skills and pupils make expected progress across Key Stage 1 in English and mathematics. However, the proportion of pupils who make better-than-expected progress at this stage is still too low.
- The way one-to-one and small-group support is used to assist the more vulnerable pupils is a strength of the school. Disabled pupils and those who have special education needs make at least the same progress as their peers. This means the gap in achievement between these groups of pupils has closed considerably.
- Similar intervention strategies are successfully closing the attainment gap for those pupils who are known to be eligible for free school meals. In 2012 these pupils were over a year behind the others in English and mathematics, but current year groups are showing marked improvement. Very small numbers of looked-after children mean that their standards cannot be discussed without identifying them. The school is using pupil premium funding to provide additional resources to cater for the needs of eligible pupils and is having some notable successes.

The quality of teaching requires improvement

- The quality of mathematics teaching requires improvement. Strategies to make sure this happens are not yet fully secure and pupils make inconsistent progress. At times, especially in Years 3 and 4, work is not planned at the right level to help pupils of all abilities to make faster progress. Pupils are not given sufficient time to solve challenging problems because teachers underestimate pupils' understanding and also spend too much time explaining mathematical methods.
- The pace is sometimes too slow because of too much teacher talk to the whole class. Too little

emphasis is placed on organising a range of activities to suit the different needs of pupils, especially tasks that require pupils to research and work and read on their own. Pupils become disengaged when this happens and refer to examples of this in mathematics lessons when they say they 'get bored because we are asked to do things we already know'.

- There has been good progress made to identify and share best practice and newly introduced mentoring is helping those teachers who still need to improve.
- In literacy, pupils make good progress as a result of purposeful discussions with their teachers. The feedback they receive in lessons and through their marked work is helping them to achieve more challenging targets. They assess their progress at the end of lessons which gives them a greater understanding of the next steps in their learning.
- Children are taught well in the stimulating Early Years Foundation Stage environment. Adults are knowledgeable and purposeful activities are used successfully to encourage children to find things out for themselves and communicate well.
- Classrooms celebrate learning well. Working prompts, created by teachers, are displayed everywhere and make a significant difference to pupils' learning and understanding of key literacy concepts. Although interactive whiteboards are used well to explain tasks and show answers, information and communication technology is generally underused, especially as a resource to develop independent research skills.

The behaviour and safety of pupils are good

- Pupils enjoy school and the older children comment on how the school has improved and that more lessons are now interesting. These attitudes are reflected in improved attendance figures which are now close to the average.
- Pupils listen attentively in class and respond positively to the many requests from their teachers to collaborate in pairs and small groups and to read and assess each other's work. However, in some learning, tasks given are too easy and pupils become less focused or are allowed to take easier options.
- Behaviour is good throughout the school. Pupils say that bullying is rare and that the school deals effectively with these isolated incidents. Discrimination of any kind is not tolerated. Parent questionnaires overwhelmingly say that the school encourages pupils to behave well.
- Pupils say they feel safe in school and parents agree. Pupils have a good understanding of how to keep safe, for example when using the internet.
- All adults in the school offer excellent support to help the most vulnerable pupils improve their confidence and self-esteem. There is strong support from parents with one parent of a dyslexic child saying 'The school is a fun and safe place for my son to thrive', adding that his progress is a 'real success story'.
- Pupils' spiritual, moral, social and cultural development is promoted very well. There are many well-planned lessons, trips and visitors to the school and pupils eagerly take on responsibility as play leaders, mentors and school counsellors. Moral and social development is especially evident through the respectful, courteous and cooperative behaviour of pupils in class and around the school.

The leadership and management requires improvement

- Leaders and the governing body have identified that there is a need to develop the effectiveness of subject leaders in order to make better checks on the standards of teaching in their subjects and to provide a sharper focus to improve the rates of progress of different groups of pupils.
- Processes to use information about pupils' progress throughout the school are not yet consistent and this is hindering the school from helping more pupils to exceed their expected progress.
- Although overall leadership and management still require some improvement, the headteacher and her deputy have provided strong leadership to bring about significant change. All staff are responding well and working hard to carry out these new initiatives and all staff questionnaires are positive, with one commenting 'All staff are passionate and hardworking and aim to do the very best for all pupils'.
- The school has an accurate and honest assessment of what it needs to do to improve. This is reflected in an effective school improvement plan which is continuing to sustain the momentum of recent improvements.
- The school's main focus has been on developing literacy and numeracy skills, including guided-reading sessions. Pupils practise their writing in a range of other subjects and progress in reading is improving. Mathematical skills are significantly less developed across other subjects.
- There is a wide range of extra-curricular activities which greatly enriches the opportunities for pupils. The school is fully inclusive and makes sure that all pupils have equality of access to all activities.
- Leaders have set targets for teachers to make a difference to improving teaching. Senior leaders check these challenging targets and use the outcomes to give additional training. Recent extended staff absences resulted in some targets not being met and this slowed the pace of whole-school improvement and the progress of some pupils. These issues have now been fully addressed.
- The school has recently become a member of the Tame Valley Cooperative Learning Trust and has already embarked on joint teaching-improvement programmes as part of its commitment to further improve outcomes for its pupils.
- Since the appointment of the current headteacher the local authority has provided helpful guidance and is currently supporting the developments to improve pupils' progress in mathematics.
- **The governance of the school:**
 - The Chair of Governors leads the governing body well. Governors are well informed about the progress being made in the school and the issues that still remain. They have a good understanding of recent improvement and how pupil progress information compares with all schools nationally. They are involved in the management of performance and are aware that there is still some inconsistency in all staff meeting nationally accepted teaching standards. They know what the school is doing to reward good teaching and to tackle any underperformance. They do not presently check teaching to help the school to iron out these inconsistencies. The governing body oversees the arrangements for the spending of the pupil premium and is aware of the positive impact of this, and other spending, on pupils' achievement.

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	124179
Local authority	Staffordshire
Inspection number	402237

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	310
Appropriate authority	The governing body
Chair	Julie Price
Headteacher	Jenny Wallbank
Date of previous school inspection	14 September 2009
Telephone number	01827 896666
Fax number	01827 896666
Email address	headteacher@stoneydelph.staffs.sch.uk

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