

Stockbridge Village Primary School

The Withens, Stockbridge Village, Knowsley, L28 1AB

Inspection dates 24–25 April 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Children join the school with skills which are well below those seen nationally. Highly effective teaching in Nursery and Reception classes enables children to make outstanding progress.
- Pupils make good progress throughout Years 1 to 6. As a result the proportion of pupils reaching nationally expected levels in English and mathematics at the end of Key Stages 1 and 2 is broadly in line with the national average.
- Pupils with special educational needs make outstanding progress.
- Teaching is good overall because it enables pupils to make good progress. Much teaching is of outstanding quality.
- Teaching assistants are skilled and make a significant contribution to pupils' good learning.
- Lessons are almost never disrupted by poor behaviour. Pupils say they feel very safe and bullying is rare. Excellent relationships create a climate in which pupils' learning can flourish.
- The headteacher and the new governing body have been outstandingly successful in managing the creation of a new school. They have rapidly enabled adults and pupils to understand and share the vision for a school striving to provide outstanding learning and experiences to enrich the lives of pupils.
- The quality of teaching and pupils' work are rigorously checked. Teachers and other adults are held to account by senior leaders and governors but are also given exceptionally good guidance as to how their teaching can be improved. As a result both the quality of teaching and pupils' achievement are improving.

It is not yet an outstanding school because

- In a minority of lessons, pupils are not given enough time or opportunities to work things out for themselves.
- A small number of teachers do not use marking well enough to help pupils to improve.
- Not all Key Stage 2 pupils have medium- and long-term targets. As a result not all pupils are totally clear as to what they have to do to reach the higher levels.

Information about this inspection

- The inspection was carried out by two additional inspectors.
- Inspectors observed 13 lessons or parts of lessons. Short visits were also made to classrooms and inspectors listened to pupils read.
- Meetings were held with pupils and other opportunities were taken to talk with pupils on the playground. Meetings were also held with members of the governing body, one representative from the local authority, a group of parents and a group of teaching assistants and teachers which included subject leaders and senior leaders.
- Inspectors observed the school's work and looked at a range of documents including: portfolios displaying many examples of enrichment activities and trips; data on pupils' progress; school development plans; documentation relating to teachers' performance over time; and records relating to pupils' behaviour and safety.
- Insufficient responses were available from the online questionnaire (Parent View) to generate a summary of parents' views; however, inspectors took into account the recent results of the school's own questionnaires completed by parents and pupils.

Inspection team

John Dunne, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- Stockbridge is an average-sized primary school.
- The proportion of pupils supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium is more than twice the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.)
- The proportion of pupils from minority ethnic groups who attend the school is well below average, as is the proportion of pupils who speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expected for pupils' attainment and progress in English and mathematics.
- Stockbridge opened in a new building in September 2011 following the closure of two nearby schools and almost all pupils and most staff from these schools joined Stockbridge. The headteacher was appointed in January 2011 in order to manage the transition relating to the closure of two existing schools and the opening of Stockbridge.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by ensuring that:
 - all teachers give pupils targets which they understand, and information which tells them how to improve their work to a higher level
 - all teachers allow pupils time to look at the marking of their work, understand what needs improving and why, and give them time to practise it again, so that they can learn from their mistakes
 - all lessons provide enough opportunities and time for pupils to work together, work things out for themselves and assess their own work.

Inspection judgements

The achievement of pupils is good

- Most children join the school with skills well below those expected for their age. From these low starting points, children in the Early Years Foundation Stage make outstanding progress. Exceptionally well-resourced outdoor spaces and constant, probing questions from all adults inspire children's imagination. Adults rarely miss an opportunity to turn simple play into challenging activities that maximise children's learning. By the time they join Year 1, most children's attainment is approaching average levels.
- Test results in 2012 showed that Key Stage 1 and 2 standards were broadly average. However, from their starting points, Key Stage 2 pupils had made the equivalent of one whole year's extra progress than expected nationally. The school's secure records of progress data show that Year 6 pupils had made significant gains in their standards in English and mathematics during their year at Stockbridge. This is a clear indicator of the school's contribution to pupils' good progress over time.
- Lessons observed, pupils' books and the school's rigorous and accurate records of pupils' progress provide compelling evidence that achievement is rising in all year groups. For pupils currently on roll, the proportion making greater than expected progress in reading and writing is roughly double the national average in half the classes. In mathematics, it is around double the national average in most classes. This indicates good progress rather than outstanding, as these gains are not present in all classes.
- The small number of pupils who speak English as an additional language make similar progress to others.
- The school is committed to promoting equality and tackling discrimination and this is evident in the way all pupils, including disabled pupils and those with special educational needs, achieve so well.
- Those pupils supported by the pupil premium make as good progress, or in some cases better progress than others. In Year 6 in 2012 for example, there was no discernible gap between the attainment in English and mathematics of those known to be eligible for free school meals and that of other pupils. Their achievement is much better than that of similar pupils nationally.
- As a result of the good teaching of letters and sounds, alongside a keen fostering of the enjoyment of books, pupils reach at least average standards in reading by the end of Key Stages 1 and 2.

The quality of teaching is good

- The quality of teaching, as shown by pupils' good achievement and lessons observed during the inspection, is consistently good and much is outstanding, particularly in the Early Years Foundation Stage.
- In one English lesson, which typifies others of similar quality, outstanding teaching enabled pupils to make rapid gains in their understanding of how to write high quality sentences because:
 - the pace of the lesson was brisk and it built strongly upon what pupils had already learnt
 - really interesting tasks, the enthusiasm of the teacher and teaching assistant, coupled with their exceptionally strong subject knowledge, inspired pupils so they were really enthusiastic about what they were learning
 - the work was skilfully adapted for pupils working at different levels and so pupils of all abilities were being 'stretched'
 - the teacher used sharply focused questioning which teased out excellent examples of adverbs, adjectives and ideas from pupils
 - the teacher had very high expectations.

- The quality of teaching for disabled pupils and those with special educational needs is outstanding. This is due to the contribution from highly skilled teaching assistants, well-deployed resources and carefully tailored, individual programmes which are highly effective at boosting basic skills.
- Although good, not all teaching is as strong as this. In the minority of less successful lessons, teachers do not provide enough opportunities or time for pupils to work things out for themselves.
- Most work is well marked and some marking is exemplary. In a small minority of classes, pupils are not always given the chance to have another attempt at work they have misunderstood and so they are not able to learn from their mistakes.
- In a small number of Key Stage 2 classes, pupils do not know what level they are working at and are unclear as to what they need to do to reach the higher levels. This means that pupils have to rely too much on teachers' marking and are not developing the skills to assess their own work and to decide for themselves what they need to do to improve.

The behaviour and safety of pupils are good

- Pupils are enthusiastic learners, concentrate well and greatly enjoy school.
- Clearly understood and effective procedures and teachers' effective classroom management ensure that misbehaviour is rare and hardly ever interferes with learning. The words of one pupil summed up the views of many, 'I've had to go to a number of different schools but this one is fantastic.'
- When given the opportunity, pupils' ability to work well on their own, and exceptionally well in a group, makes a significant contribution to their good learning. Occasionally, when learning activities are tightly controlled by the teacher, a few pupils lose concentration and this slows their progress.
- Pupils say that they feel very safe and greatly enjoy school, and talked about being proud to be part of Stockbridge. Pupils are well informed about different types of bullying that they may come across. They also say that bullying of any kind is almost never a problem. Pupils spoke very highly of the way adults help them if problems do occur and about the trust they have in the adults in school.
- Pupils have a good understanding of the possible dangers when using computers and other new technologies and how to avoid or react to them.
- Observations in lessons and around school show that pupils treat each other and adults with high levels of respect, tolerance and understanding. The way in which pupils get on well together is an impressive feature of the school and creates a very happy and positive atmosphere. Pupils are extremely polite, well-mannered and move sensibly around the school.
- Pupils are punctual to lessons and their attendance is above average.
- Parents, pupils and staff expressed highly positive views about standards of behaviour in lessons and around school and this matched the good behaviour observed throughout the inspection.

The leadership and management are outstanding

- The headteacher and governing body have provided an outstanding sense of purpose and direction since the creation of the new school. Preparations to amalgamate two sets of pupils, teachers and families began in January 2011, long before the school opened.
- A multitude of social and learning activities enabled all to get to know each other well and so, when the school opened in September, pupils and staff settled quickly to make the most of their spectacular new building. This enabled all members of staff to work as a highly cohesive team, dedicated and committed to a well-understood and shared vision for driving up standards.
- The outstanding leadership of the headteacher and her highly effective teamwork with the

governing body rapidly enabled all pupils' and teachers' skills and abilities to be well understood.

- Rigorous measures to raise the quality of teaching and pupils' standards were carefully prioritised to ensure they created high expectations, but were not too onerous. As a result pupils' standards rose sharply in the school's first year and are continuing to rise with the expectation that all pupils will make significantly greater progress in English and mathematics than is expected nationally.
 - Highly effective systems to regularly check up on pupils' progress provide information that is very well used to put in place swift and effective actions to deal with any pupil or group that starts to fall behind.
 - Leaders regularly check on the quality of teaching and this information is used to set teachers and teaching assistants clear and challenging targets to improve their teaching and for their performance management.
 - Staff are given exceptionally good guidance and considerable support to achieve their goals. A member of staff summed up the opinions of many when she wrote, 'I am given constant encouragement to achieve my full potential. I am massively grateful to the management and governors for the support they give me on a daily basis.'
 - Pupil premium funding is used well to provide additional, small group teaching in English and mathematics which is highly effective in improving standards for those pupils.
 - Pupils are provided with an excellent curriculum which not only promotes basic skills well but allows them to explore many contrasting cultures and the arts around the world and throughout history. Many trips and visitors to the school enliven and enrich the curriculum. These make a strong contribution to pupils' spiritual, moral, social and cultural development.
 - Links with parents are strong.
 - The local authority provided intensive support prior to the amalgamation to support the transition programme. It has now adopted a more 'light touch' approach because leaders and governors are clearly demonstrating excellent capacity for further improvement.
 - **The governance of the school:**
 - Governors have an outstandingly clear understanding of how well the school is performing and provide considerable support and challenge to school leaders. They regularly review information about pupils' progress and understand well the school's priorities. School finances are managed well and the governors have managed the extra pupil premium money effectively to help these pupils improve their basic skills. Governors are fully involved in checking the quality of teaching. They know that teachers' targets are linked to improvements in teaching and pupils' progress, and are linked to pay awards. They ensure that the school is a safe and secure place for pupils to learn and all statutory safeguarding requirements are met.
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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	136222
Local authority	Knowsley
Inspection number	400272

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	226
Appropriate authority	The governing body
Chair	Sue Dunphy
Headteacher	Jill Albertina
Date of previous school inspection	Not previously inspected
Telephone number	0151 477 8020
Fax number	0151 477 8033
Email address	stockbridge@knowsley.gov.uk

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