

Stockingford Primary School

Cross Street, Nuneaton, Warwickshire, CV10 8JH

Inspection dates 14–15 November 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Requires improvement 3
Achievement of pupils		Requires improvement 3
Quality of teaching		Requires improvement 3
Behaviour and safety of pupils		Requires improvement 3
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

- There is not enough good or better teaching for all pupils to make good progress each year.
- The work that teachers set is sometimes too easy for pupils. As a result, not all pupils make the progress of which they are capable.
- The pace of learning in writing, although improving, is not raising standards fast enough. Presentation is not always of the highest quality.
- Pupils are not always active enough in lessons and sometimes spend too long listening unnecessarily to their teachers.
- Attainment at the end of Key Stage 2 is not high enough.
- Many of the new systems the leadership team has introduced have not been working long enough to make a sustained and significant difference to pupils' learning and progress, particularly at Key Stage 2.
- Behaviour at lunchtimes and in less formal sessions is not as good as when the pupils are in class.
- Although attendance has improved it is still below national levels.

The school has the following strengths

- Actions taken by senior leaders to manage the formation of the new primary school and to raise standards are resulting in better achievement and higher standards in reading and mathematics.
- The proportion of good and better teaching is increasing.
- Pupils who are known to be eligible for the pupil premium have made good progress since the formation of the new primary school because of the good quality support they receive.
- Children in the Early Years Foundation Stage and at Key Stage 1 get a good start to their education.
- Support and nurturing for families and for pupils who are potentially vulnerable are highly effective and well managed.
- Pupils have many memorable experiences, including a wide variety of exciting visits and visitors to school throughout the year.

Information about this inspection

- Inspectors observed 27 lessons involving 22 teachers and three assemblies; six lessons were observed jointly with school leaders.
- The inspectors held discussions with school leaders, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at documentation including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils reading and spoke with others about behaviour and safety arrangements at the school.
- Account was taken of the 19 responses to the online questionnaire (Parent View) and the views expressed by those parents and carers who spoke with inspectors at the start of the school day or wrote letters. Consideration was also given to the 68 responses from staff questionnaires.

Inspection team

Michael Bartleman, Lead inspector	Additional Inspector
Helen Johns	Additional Inspector
Carol Deakin	Additional Inspector
David West	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The new primary school was formed in September 2012 when the Stockingford Junior School was closed and Stockingford Infant School extended its age range to 11.
- The majority of pupils come from a White British background.
- Around one pupil in seven is disabled or has special educational needs supported through school action. This is above average. A similar ratio of pupils is supported at school action plus or with a statement of special educational needs, which is also above average.
- Almost one in two pupils are supported by the pupil premium (additional government funding for specific groups of pupils, including those known to be eligible for free school meals), which is above average.
- The Early Years Foundation Stage is made up of four full-time Reception classes.
- The school has a specially resourced provision for 10 pupils with speech and language difficulties and nurturing provision for pupils with emotional needs.
- The school shares its site with Apple Grove Pre School, a private provider, which is subject to separate inspection and reporting arrangements.
- The governing body manages a before-school club daily.
- There have been many staff changes since the formation of the primary school. Six new staff started at the school in September 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - teachers always set work at the right level of difficulty for different groups of pupils so that learning can move at a good pace
 - the marking policy is consistently applied so that all pupils understand how to improve, and have time to respond to teachers' comments.
- Improve pupils' achievement in writing by ensuring that:
 - activities in lessons help pupils to improve their spelling, punctuation, grammar and sentence construction
 - pupils have opportunities to write at length in a range of subjects
 - teachers insist on the highest quality of presentation in written work
 - teachers give pupils clear examples of the steps to follow in producing good quality writing, so that pupils can refer to them when completing their own work.
- Increase the effectiveness of leaders and managers by:
 - fully implementing plans designed to raise attainment and attendance, particularly at Key Stage 2
 - ensuring that agreed behaviour strategies are consistently used by all staff
 - developing the role of subject leaders to assist senior leaders in checking school developments, pupils' progress and the quality of teaching.

Inspection judgements

The achievement of pupils requires improvement

- There are variations in pupil's progress and attainment between different classes at Key Stage 2 with pupils not being moved on fast enough. As a result, pupils' learning is not consistently good across the school.
- Pupils' achievement in writing is not improving fast enough. Many pupils at Key Stage 2 lack confidence and skills in spelling, punctuation and sentence construction. They do not have sufficient opportunities to write at length in a range of subjects.
- Although progress accelerated in Year 6 last year, standards achieved in national tests in 2013 were below national levels in reading, writing and mathematics. The improved academic progress is not reflected in whole-school data because of pupils' previous underachievement.
- In 2013, standards achieved by pupils in Year 2 were above national levels in reading, writing and mathematics. Increasing numbers of pupils, including those supported by the pupil premium and those who are more able, are making better progress to reach the higher Level 3s.
- Pupils currently in school show positive attitudes to their learning which contributes well to their improving attainment and progress, particularly at Key Stage 2.
- Disabled pupils, those who have special educational needs and those from minority ethnic groups are making progress in line with their classmates. The additional support provided for them is well organised by the special educational needs coordinator so it precisely meets their needs.
- Pupil premium funding is used to provide additional staff and access to enrichment and nurturing activities. All groups of pupils who benefit from the pupil premium are currently making similar progress to their classmates. School data show that the attainment of Year 6 pupils supported by the pupil premium in 2013 was on average three terms behind their classmates in reading, writing and mathematics.
- Children enter the school with levels of development below those expected for their age. A significant minority enter with skills well below in some areas, particularly communication and language. They make good progress across all areas of learning and develop good levels of independence. At the beginning of Year 1 they are still below levels expected.
- The school has worked to improve the teaching of phonics (the sounds that letters make) by using well-trained teachers and teaching assistants to run small-group sessions. Results in the national phonics screening check at the end of Year 1 in 2013 were below national levels for all groups of pupils.
- Pupils appreciate the new teaching arrangements for physical education funded by the government. The school has used this funding to arrange for specialist teaching for one of their weekly sessions and to increase participation in after-school sports.
- Pupils in the resource provision for speech and language make good progress in their basic skills because they receive help that is suited to their needs. Pupils in the nurturing groups make good progress in their personal development which assists them joining in with other pupils when they rejoin their classes.

The quality of teaching requires improvement

- Although improving, teaching is not good enough to ensure that pupils in all classes make good progress. Despite good support from school leaders since the formation of the new primary school, not all teachers use assessment information well enough to plan activities that effectively challenge all pupils. This means that tasks do not move pupils' learning forward rapidly. Some teachers spend too long talking at the start of a lesson, leaving too little time for pupils to work independently and to complete tasks fully.
- Although marking is encouraging, it is inconsistent and does not always provide guidance that is precise enough to help all pupils improve their work. Teachers do not routinely demonstrate good examples of writing to ensure that all pupils know what is expected of them.
- In the better lessons, relationships are strong and teachers and teaching assistants question pupils effectively, securing good understanding. Good links are made with previous work and other subjects. In Year 3, pupils were fully involved in building sea defences. The practical activity ensured that pupils had good opportunities to discuss and share their ideas with each other.
- Reading is promoted well. Pupils read regularly to adults as part of their guided reading sessions and use the library confidently for their topic work.
- Pupils in the resource base, disabled pupils and those who have special educational needs, and those supported by the pupil premium receive good quality support which enables them to make similar progress to their classmates.
- Teaching assistants usually contribute well to the pupils' learning both in lessons and in sessions where small groups of pupils work exclusively with them. However, the quality of this help can be variable.
- Children in the Early Years Foundation Stage have access to a wide range of well-planned activities that promote social skills, language development and a curiosity about the world around them. Activities which develop children's early writing and reading skills are abundant, both indoors and outside.

The behaviour and safety of pupils requires improvement

- Behaviour requires improvement because school records show that, over time, a minority of pupils do not behave well when the teaching fails to involve or interest them or when behaviour is not managed effectively.
- A minority of staff and pupils feel that behaviour, although much improved, is still not good enough. Although leaders have held training on how to manage pupils' behaviour more effectively, the school's approach is not applied consistently. A few older pupils play boisterously at playtimes and do not move around the school in an orderly way without adult supervision.
- Playtimes for younger pupils are well organised and whole class team games help to develop cooperation and play skills well.
- The school works hard to support all its pupils and make them feel welcome. Relationships with all pupils and their parents and carers are fostered well. There are no recorded incidents of harassment. Any discrimination is tackled with vigour and the promotion of equality of

opportunity is good.

- Most pupils have positive relationships with their teachers and other adults. Pupils are increasingly taking up roles of responsibility. Older pupils enjoy their roles as school councillors and librarians which have a positive effect on their personal development.
- The school has close working relationships with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable. Personal support for pupils and their families is well organised and highly effective.
- Parents and pupils appreciate the daily before-school club which makes a good contribution to the calm start to the school day.
- Most parents said their children are safe and well cared for although a few raised concerns over behaviour. Pupils say that they are safe at school and that any bullying is dealt with effectively.
- Pupils have a good knowledge of all forms of bullying, including cyber-bullying. They are helped to develop a range of strategies within their topic work so they are able to manage everyday risks for themselves.
- Attendance has improved rapidly due to the school's robust strategies, although it is still below national levels.

The leadership and management requires improvement

- Leadership and management require improvement because initiatives designed to improve teaching and to raise achievement, particularly at Key Stage 2, have only been partly successful. The many staff changes since September 2012 have resulted in inconsistencies in teaching and adoption of agreed policies.
- The roles of subject coordinators are not fully developed to assist senior leaders in checking the impact of teaching on pupils' progress or analysing data to see the performance of different groups of pupils.
- Senior leaders have managed the formation of the new primary school well. Teachers are now fully aware of their roles and responsibilities and are held accountable for pupils' progress. Teaching has improved because of well-planned training targeted at teachers' individual needs. Newly qualified teachers are well supported by their mentors.
- Assessment at Key Stage 2 has been sharpened and is now more accurate and reliable, so that teachers can tell exactly how well pupils are doing and where improvement is needed. Meetings to discuss pupils' progress are helping to target support.
- The headteacher is using the management of teachers' performance as a useful tool to improve teaching, and setting appropriate targets that reflect whole-school priorities and the need for pupils to make more rapid progress. Expectations have been raised. Decisions about the salary that each teacher receives are now based on the progress made by the pupils in their care.
- Accurate checking of the school's work has led to improvement plans that are realistic and have the right priorities. The significant improvements made since September 2012 show that leaders have the capacity to improve the school further.

- The Early Years Foundation Stage is well led. Transition is well planned and children quickly settle in to the vibrant learning environment. Good links are developed with parents.
- The resource base is well managed. All pupils make good progress in developing their speech and language skills because the programmes of work are tailored precisely to individual needs.
- The range of subjects and topics contributes effectively to pupils' spiritual, moral, social and cultural development. Learning is enriched well through a wide range of visits and visitors to the school. Pupils talked enthusiastically about the recent visit of the 'BFG' which supported the school's topic on Roald Dahl effectively. After-school activities and opportunities to take part in residential visits, and to develop sporting and musical skills, add further enhancement.
- The local authority has recognised the weaknesses in the school and provided good support for school leaders during the formation of the new primary school which has resulted in rapid improvements. The school works effectively with a range of schools in the local area, which provides opportunities for the comparison of work and for training.

■ **The governance of the school:**

- Governors managed the formation of the new primary school well, ensuring that all members of staff, parents and carers and members of the community were kept informed. They increasingly know their school well because they are in regular dialogue with the headteacher who shares data on pupil progress, quality of teaching, performance management and other improvements. All governors are attending training to improve their ability to hold the school to account although not all have a good knowledge of how the school's data compare with other schools nationally. They are clear about the school's priorities for continued improvement. They offer good support to the headteacher in sensitive issues. They have made good decisions on the rewards that teachers receive, the effective allocation of the school's finances and the support utilising the pupil premium, although they have yet to scrutinise the data in detail. The governing body carries out its statutory duties effectively ensuring, for example, that procedures for safeguarding pupils are well managed, regularly reviewed and fully meet the regulatory requirements.

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	125543
Local authority	Warwickshire
Inspection number	426878

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	578
Appropriate authority	The governing body
Chair	Phillip Goode
Headteacher	Gwyneth Evans
Date of previous school inspection	Not previously inspected
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