

William Stockton Community Primary School

Heathfield Road, Ellesmere Port, Cheshire, CH65 8DH

Inspection dates 17–18 June 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils currently are making good progress especially in mathematics and reading, and standards are rising.
- Children get off to a good start in the Early Years Foundation Stage.
- Teaching is typically good. Improvements in the checks made on the quality of teaching have led to pupils making better progress.
- Very effective support is provided for pupils learning to speak English as an additional language.
- Pupils' behaviour is good. Pupils say they feel very safe.
- Swift and effective action from the executive headteacher, senior staff and governors have ensured good improvements that have eradicated any weaknesses in teaching and pupils' learning.
- The governing body knows the school well. Governors hold the school to account and are actively involved in developing further links with the federated school.

It is not yet an outstanding school because

- The quality of teaching does not yet result in pupils making outstanding progress.
- The work the lower attaining pupils are asked to do in some classes is not always well matched to their needs.
- Efforts to develop pupils' writing skills are not always good across the school.
- Marking in subjects such as history, geography and science is not always of a good quality.

Information about this inspection

- The inspectors observed 21 teaching sessions, including one observed jointly with a senior member of staff. The inspectors also made a number of shorter visits to classrooms, looked at a wide range of pupils' work and listened to some pupils read.
- Discussions were held with several groups of pupils, members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 15 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to several parents. The responses from staff questionnaires were also considered.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of the pupil premium funding and additional primary school sports funding, as well as documentation and records relating to pupils' behaviour and safety.

Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

Frances Farnworth

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils who receive the pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and for children who are looked after by the local authority.
- The large majority of pupils are from White British heritage but there is an increasing number of pupils from the European Union who are at an early stage of learning to speak English as an additional language.
- The school does not meet the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school is federated with another school and the headteacher is executive headteacher of both schools.

What does the school need to do to improve further?

- Improve teaching in order to accelerate pupils' progress and result in their outstanding achievement by:
 - making sure that the work the lower attaining pupils are asked to do is always well matched to their needs
 - ensuring writing tasks and activities are demanding but realistic for all age groups
 - ensuring marking in all subjects is of the highest quality to enable standards to continue to improve.

Inspection judgements

The achievement of pupils

is good

- Staffing disruption in the last academic year resulted in the school not meeting, for the first time, the government floor targets. There is sufficient evidence to show that this is not the case this year. Good leadership, good teaching alongside pupils' good behaviour results in pupils making good progress and attainment rising, especially in mathematics and reading.
- When children start school in the Early Years Foundation Stage, their stage of development is well below that usually typical for their age. They get off to a good start and learn new skills. For example, they show great interest in the mini-beast topic, with activities in both English and mathematics, as well as role play activities helping them to develop their skills. They confidently use their skills in linking letters and the sounds they make in reading words.
- Children's personal and social education is a high priority as shown by one child's comment to an inspector that, 'we need to be kind to mini-beasts and not hurt them'. By the time children enter Year 1, their levels of skill are just below those typical despite good progress.
- The focus the school has had on improving the reading of young pupils has been effective. The number of pupils reaching the average standard in the Year 1 phonics check (early reading skills on the sounds that letters make) has improved to be above the average. Older pupils say they have plenty of chances to read and find reading enjoyable.
- Current school data and inspection evidence show an upward trend in pupils' attainment at the end of both Key Stage 1 and Key Stage 2. Pupils in Year 6 are on course to exceed last year's results in mathematics, reading and writing, with attainment broadly in line with that expected nationally.
- In some age groups, progress in writing is not as strong as it might be because the work set for them to do is not challenging enough.
- The most able pupils benefit from assessment data being used well in making sure work has an increasing level of challenge as they move through the school and make good progress. For example, pupils in Year 4 have a clear understanding of the use in writing of fronted adverbs, 'They are adverbs in front of sentences to tell you when things are done.'
- The increasing numbers of pupils who are learning to speak English as an additional language receive good support, including that of tri-lingual teaching assistants and as a result make good and at times rapid progress.
- Disabled pupils and those who have special educational needs make the same good progress as their classmates because the support they receive is mostly well matched to their needs.
- Pupils who are eligible for the pupil premium funding, including those eligible for free school meals, make good progress. The gap in attainment between what they achieve and what other pupils in the school achieve in English and mathematics has narrowed to be just over half a year.

The quality of teaching

is good

- A key strength of teaching is the strong emphasis given to the importance of good-quality relationships. For example, pupils know that if they do not understand some help will be provided.
- Integral to the success of teaching in ensuring most pupils make good progress is the work done by teaching assistants, including that done with pupils at an early stage of learning English as an additional language. They are well briefed and know the importance of allowing pupils to think things out for themselves before providing support.
- Children are keen to learn in the Early Years Foundation Stage, where teaching is good. Children persevere with tasks well and have a good understanding of the need to want to improve. One child said 'If it is easy peasy it is boring!'
- Teaching is planned carefully to consolidate and extend pupils' learning and to help them catch

up.

- However, at times teaching is not good enough; work set for pupils to develop their writing skills is not hard enough in some classes and lower attaining pupils are asked to do tasks that are at times too hard thus preventing them from making good progress.
- Classrooms have a highly purposeful feel, with pupils very keen to learn. In lower Key Stage 2, pupils are highly motivated to take part in discussions, for example, about a famous Victorian person. In Year 6, despite the weather being very hot and national tests having been completed, pupils were proud to demonstrate their skills in identifying prime numbers, square numbers and their understanding of percentages.
- There are many examples of comments in teachers' marking, which provide very clear guidance on how pupils should improve their work in English and mathematics. Teachers provide good opportunities for pupils to reflect and respond to the advice given. However, marking in other subjects is not as effective.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- A scrutiny of records and observations during the inspection, show that behaviour over time is good with examples of outstanding behaviour. Isolated incidents of unacceptable behaviour are dealt with well.
- The school employs a good range of strategies to support a very small number of pupils who at times present challenging behaviour. A learning mentor provides good support to pupils who need it.
- Parents who completed the school's own questionnaire and those who completed Ofsted's on-line questionnaire were confident that the school provides a safe environment and that pupils enjoy school and behave well.
- Pupils are polite and friendly and are willing to share their experiences about school. For example, they say they enjoy taking apart in activities with the federated school such as a joint residential visit.
- Pupils want to achieve well. Pupils respond well to the opportunities provided for them to take on school responsibilities. These include being a member of the school council and school playground pals. They proudly wear rosettes to show they have been, for example, a good learner and look forward to the next award.
- The school's work to keep pupils safe and secure is good.
- There is a good level of participation in physical education. These include out-of-school sporting activities and experiencing new sports. Pupils are developing healthy lifestyles; they understand the importance of being as healthy as possible.
- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet and know how to avoid these problems. One child commented, 'If I am worried about something I see on the internet I tell my teacher.'
- Pupils have a good understanding of different types of bullying. Pupils are confident that should any ever occur, adults would deal with it firmly.
- Attendance is broadly average.

The leadership and management are good

- The executive headteacher and the re-organised leadership team lead and manage the school well. Prompt action has led to staffing issues being addressed, leadership teams re-organised and improvements in the use of assessment information about pupils' progress. As a result, pupils' progress and attainment has improved.
- The school's own checks on how well it is doing are accurate and development planning is

precisely focused on what needs to be done to enhance provision.

- Robust checking on the school's work by senior leaders, with a well-planned programme of staff development, is firmly in place, including joint training sessions with staff from the federated school.
- The monitoring of teaching and of the performance of teachers is of a good quality, involving senior leaders. Staff pay awards and performance management targets are closely linked to pupils' achievements.
- Middle leaders play an active part in leading their areas of responsibility and say they feel part of the team.
- Parents and staff who completed the questionnaires are very positive about all aspects of school life.
- Thirteen different languages are spoken by pupils and the school is successful in ensuring that discrimination of any sort is not tolerated. The school demonstrates a firm commitment to equality of opportunity. Safeguarding arrangements meet requirements.
- The curriculum is well planned to meet pupils' needs with some very good opportunities for pupils to use their writing skills well in some classes, but not all. Provision for pupils' spiritual, moral, social and cultural is good. The federated school is some distance from the school and is different in size and catchment area. Some good steps have already been taken for pupils from both schools to mix together and learn from each other.
- The local authority regards the school as one now only in need of 'light touch' support. However, during the autumn term, because of the school not meeting government floor targets at the end of the last academic year, extra help was provided but withdrawn when it was recognised that the issues involved had been addressed.
- The school closely analyses the use of the pupil premium funding and is narrowing the gaps in attainment between eligible pupils and their peers.
- Leaders make good use of the primary sports funding. The funding provides an increased range of sports clubs and as a result, participation in sport is rising.
- **The governance of the school:**
 - The governing body carries out its duties well. It is responsible for both this school and the federated school and is firmly committed to both. Governors are not afraid to ask challenging questions about what is happening in school. They provide strong support to the school and a recent audit of their own skills is being used to identify any further training needs governors might have. Governors have a very clear knowledge of the reason why results dipped last year and the current quality of teaching. They understand how the school makes decisions about targets for teachers to improve their performance and the possible impact of this on teachers' pay. They are well informed about the school's strengths and areas for development. Governors make sure that the school's finances are used well. They ensure that the pupil premium and primary sports funding are used to close any gaps in pupils' achievement and to provide sporting activities for all pupils. Governors carry out their statutory duties well, and make sure they meet all legal requirements with regard to keeping everyone safe.

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	111085
Local authority	Cheshire West and Chester
Inspection number	439847

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	300
Appropriate authority	The governing body
Chair	Peter Rooney
Headteacher	Moira Atkins
Date of previous school inspection	24 March 2011
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