

Stockingate Mill Junior School

Stockingate, South Kirkby, Pontefract, West Yorkshire, WF9 3DP

Inspection dates 17–18 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders have brought about improvement at a fast pace since the previous inspection and the result is that pupils make good or better progress in reading and writing in all classes.
- The governing body know the school's strengths and weaknesses in detail and hold leaders sharply to account for its performance.
- Pupils' behaviour is good in and out of the classroom and their positive attitudes in all classes support their good achievement.
- The quality of teaching is good and high expectations ensure that most pupils work hard, taking great pride in their written work and presentation.
- Pupils' achievement is good. The fast rate of their progress has been notable since the previous inspection.
- From below average starting points, standards reached by pupils at the end of Year 6 in 2014 were in line with the 2013 national averages in reading, writing and mathematics.

It is not yet an outstanding school because

- There remain some inconsistencies in the progress made over time by all pupils in mathematics.
- The most able pupils are not always given hard enough work to do in mathematics.
- During lessons, teachers sometimes do not check enough that pupils of all abilities know and understand what they are expected to be learning.

Information about this inspection

- The inspection team inspected 13 lessons and parts of lessons taught by teachers and support staff. Seven of the lesson observations were undertaken with either the headteacher or the deputy headteacher. Inspectors also examined the quality of work in the books of pupils in Years 3, 4, 5 and 6, and carried out some of this work analysis with the school's senior leaders.
- Inspectors held meetings with senior leaders, middle leaders and members of the school staff, and four members of the governing body. Discussions were also held with pupils, parents, a representative from the local authority, and with a consultant who will be moderating pupils' standards when they start school.
- The inspection team took into account the views of 25 parents who responded to the online questionnaire (Parent View). They also took into account the views of 17 staff who completed the questionnaire for school staff.
- Inspectors examined documentation regarding safety, documents relating to the procedures to check the performance of staff, pupils' attendance data and the school's data on pupils' progress.

Inspection team

Henry Moreton, Lead inspector

Additional Inspector

Rajinder Harrison

Additional Inspector

Full report

Information about this school

- The school is a smaller than average sized primary school.
- The vast majority of pupils who attend come from families of White British heritage.
- An above average proportion of pupils are disadvantaged and eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those in the care of the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than the national average.
- The proportion of pupils with special educational needs supported at school action plus or with a statement of special educational needs is also higher than the national average.
- The school runs a breakfast club each morning for pupils.
- Since the previous inspection, the school has a new headteacher, deputy headteacher and Chair of the Governing Body.
- In 2013, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise standards and accelerate pupils' progress in mathematics, particularly for the most able pupils, by:
 - improving the opportunities for pupils to practise their numeracy skills in all subjects
 - setting them harder work
 - making sure that when planning lessons all teachers use the knowledge gained from marking work more effectively to target learning
 - improving teaching and learning by ensuring that during lessons teachers routinely check that all pupils know what to do.

Inspection judgements

The leadership and management are good

- Leadership and management are good. The number of pupils on roll is rising, with several pupils joining the school at different ages, reflecting its improving standing among local parents.
- The school is well supported by the local authority and it also uses external consultants to offer it challenge. Steady improvement has been ongoing since the previous inspection, and an added impetus was brought with the new leadership team.
- The areas of improvement the school were left with following its previous inspection and monitoring visit have been tackled with rigour. As one teacher wrote, 'It has been a whirlwind.'
- As a result of great attention to monitoring all aspects of pupils' learning, the quality of teaching has improved. This has led to good improvement in standards and the rates of progress in writing and outstanding improvement in standards and progress in reading. Improvement in mathematics has been slower because of the focus on reading and writing but there are clear plans in place to tackle mathematics next.
- All teachers are wholeheartedly embracing the drive for improvement and, as a result, the school has a good capacity to progress further. Teachers welcome the responsibilities they are given for different aspects of the school's work. For example, the physical education coordinator monitors closely the impact of the allocation of sports funding, which shows the effectiveness of teaching in this subject.
- The school has used its allocation of the primary school sports funding effectively to increase pupils' access to sport and improve their skills. As a result, the number of pupils participating in sporting events has increased, evidence of an improvement in pupils' healthy lifestyles. Several pupils reach high standards in their individual sport.
- Performance targets for teachers link directly to those in the school's development plan, which itself is directly linked to pupils' achievement. Checks on teachers' performance take several forms, not simply observations of lessons, but a range of sources of information on pupils' performance.
- School leaders at all levels ensured that planning for the changes in the primary curriculum this year were well considered. Appropriate training has taken place and developments have been shared with local schools, including the school to which most pupils move at the end of Year 6. The curriculum meets all the aspects of the new requirements, including preparing pupils for life in modern British society. All pupils are taught a 'values' programme and this along with religious education lessons and other activities, supports their good spiritual, moral, social and cultural development.
- Assessment arrangements are developing alongside the new curriculum at a fast pace, to ensure that parents are given an accurate view of the progress their children are making.
- The local authority feels that the school has made at least good progress since its previous inspection and it is particularly pleased with the rapid steps taken by the new leadership team, including the governors, while acknowledging that there is still work to do. Inspectors agree fully with this view.
- **The governance of the school:**
 - The governing body, which is developing strongly, has a good range of skills and experience. The Chair brings her good experiences through her role in another school to ensure that governors have a clear understanding of pupils' performance. The headteacher provides comprehensive and timely information to support this. Governors ask questions and are actively encouraged to do this, with the result that their confidence is growing well.
 - Governance has improved significantly since the previous inspection. It took too long to do so, but now decision making is sharp and the new governing body structure ensures that all governors have ownership of key decisions. As a result, they offer good levels of challenge, as well as good support, to school managers.
 - Governors analyse data and ensure that the pupil premium funding is used well. This has led to disadvantaged pupils making good progress since the previous inspection. This year's results show that the disadvantaged pupils perform as well as their peers nationally in reading and writing although there is still a small gap in mathematics, as there still is between them and other pupils in the school. Governors have this in hand and are focussed in ensuring, 'Success for All', which is the school's mission.
 - Governors have ensured an effective system for checking the performance of teachers is well embedded to reward effective teaching and addressing underperformance. Safeguarding procedures and policies meet current requirements. Finances are managed effectively and the changes to the school environment are having a good impact on pupils' attitudes and behaviour.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They all wear their full school uniform with much pride and look very smart.
- Learning in all classrooms takes place without any interruptions and this has contributed to the significant improvement in pupils' achievement across the school.
- The parents who completed the online questionnaire and staff agree that behaviour is good.
- School records show that there have been a couple of short-term exclusions since the previous inspection and these were well managed. They also show that incidents of challenging behaviour are rare. This is a result of the way in which the school's behaviour policy is consistently applied.
- Pupils enjoy coming to school. They are punctual and come well prepared. Attendance has steadily improved since the previous inspection, due to strong leadership and has risen to average when compared to similar schools. Pupils respond well to the rewards for good attendance and behaviour.
- Pupils want to do well and told inspectors that they sometimes find lessons, 'a bit too easy'.
- The school's work to keep pupils safe and secure is good. Many improvements have been made to the school building and grounds since the previous inspection, and this has resulted in a lively and stimulating learning environment. The refurbished library area has contributed to the outstanding improvement in pupils' reading.
- Inspectors spoke with different groups of pupils and all were clear about the different forms bullying can take and felt that incidents are rare. They were aware of how to keep safe and what to do should an incident happen inside or outside school. A typical comment was, 'I feel safe at school because there's no bullying and everyone gets on with each other.'
- Pupils are encouraged to and like to take responsibility. For example, each class has an 'ambassador' who personally welcomes visitors to their classroom, and older pupils are prefects. This helps to prepare pupils for the next steps in their education.
- Pupils of all abilities take care in the presentation of their work. A strong feature of the school's marking policy is the way that pupils make written comments on their peers' work, and this develops their sense of responsibility, as well as contributing to their social development.
- Pupils of all ages are well prepared for life in modern Britain including through the 'values' programme that is a regular feature of weekly learning.

The quality of teaching is good

- The quality of teaching is good across the school. Evidence in pupils' work supports leaders' view that the quality of teaching is good over time. As a result of good leadership, reading and writing are taught well and this is reflected in pupils' progress in these subjects, which is good in writing and outstanding in reading.
- There was full agreement between inspectors and school leaders about the achievement of pupils in every lesson that was observed jointly. All teachers are reflective about their work and were immediately able to identify how achievement in lessons might be improved further.
- Teachers are provided with accurate information about pupils' performance and use this well to plan learning. As a result, work set usually meets the needs of pupils which enable them to make good progress, but not always. Teachers do this most successfully in reading and writing, but less so in for the most able pupils in mathematics. This is because work is not always hard enough and teachers do not always check in lessons that every pupil understands what it is they are supposed to be learning.
- The disadvantaged pupils have made good progress in all subjects, but especially in reading and writing.
- Homework is set regularly for pupils across the school, but leaders are not sure that the school has got this aspect of its work quite right and it is still work in progress. It is an aspect of the school's work that caused some parents concern.
- Pupils' work is marked diligently and the school's assessment policy is adhered to by all teachers. As a result, pupils are always clear about how they can improve their written work.
- Teachers plan lessons around an interesting curriculum that is still developing. Their lessons promote good levels of spiritual, moral, social and cultural development through the focus on global issues, as well as lessons in music. For example in lessons delivered by visiting specialist music teachers and singing assemblies, in art, for example, mosaic workshops and in religious education visits to places of worship.
- Teachers do not consistently provide time in lessons in all subjects to develop pupils' numeracy skills

(unlike reading and writing where they do this well) and so opportunities are missed to extend learning in mathematics.

- Pupils' interest in their environment is developed through the 'outdoor learning' programme, and their reading is encouraged by the use of workshops on authors, such as Roald Dahl.
- Teachers also develop pupils' social skills by bringing classes together so that they work with others in the same age group. For instance, all Year 4 pupils were observed learning about the Romans during a re-creation of a Roman market place in the school hall.
- Teachers work well with parents to help them support their children's learning and this year's workshops have taken place on several themes, such as learning French and supporting children's reading. These have contributed to big gains in pupils' progress in reading.

The achievement of pupils

is good

- Pupils' achievement is good. Current school data show that all groups, including disadvantaged pupils, disabled pupils and those with special educational needs make good progress from their different starting points.
- Even though there had been progress from the previous year, the 2013 national data shows that standards in English and mathematics attained by most Year 6 pupils were below average. Overall, this was equivalent to about one average point score (APS), or one term, below pupils nationally.
- The 2014 results continue to show the improvements that started after the previous inspection and built strongly on the 2013 successes. Pupils' attainment in Year 6, from a range of starting points that were higher than last year in reading, writing and mathematics, is currently in line with that expected for this age in reading and writing.
- Overall, there is a sharply rising trend over a three year period, with good improvement across the board, especially in writing and even more so in reading. The 2014 results show that the rate of progress has picked up further, although performance is still stronger in reading and writing than it is in mathematics.
- In 2013, the attainment of disadvantaged pupils in Year 6 overall in reading, writing and mathematics, was around four terms behind both non-disadvantaged pupils in the school and non-disadvantaged pupils nationally. However, from their previous starting points, they made similar progress to their peers in school and better progress than disadvantaged pupils nationally. In 2014, the rate of progress for disadvantaged pupils increased significantly and this reflects the school's more effective and targeted use of the pupil premium funding. Gains in reading by disadvantaged pupils were particularly strong. These previously wide gaps in this group of pupils' attainment are now closing fast, especially in reading and writing.
- The most able pupils have made good progress since the previous inspection. The 2014 results show that these pupils all made the progress expected from their starting points, and this is a significant improvement on previous results. The most able pupils in Year 6 are currently making good progress in reading and writing, however, a lack of challenge means that not enough of the most able are making better than expected progress in mathematics.
- Disabled pupils and those with special educational needs make good progress. Similar to other pupils, their performance has risen sharply since the previous inspection and there is a clear upward trend in results in reading, writing and mathematics.
- School leaders ensure teachers have comprehensive information on the progress made by every child in the school and this reflects the commitment to equalities. Plans to tackle underachievement in subjects and of different groups are in place and are linked to managers' and teachers' performance targets.

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	130865
Local authority	Wakefield
Inspection number	442292

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Joanne Currell
Headteacher	Samantha Travis
Date of previous school inspection	3 October 2012
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