

Stockton Primary School

School Street, Stockton, Southam, CV47 8JE

Inspection dates 26–27 November 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils at Key Stage 2 do not make good progress. Their attainment in mathematics and in English grammar is below average.
- The effectiveness of provision in the Early Years Foundation Stage requires improvement. Children do not make good progress.
- The quality of teaching is too variable and so does not ensure pupils make steady, good, progress as they move through the school.
- Pupils' do not have good enough skills in solving problems to help them achieve well in mathematics.
- Pupils' knowledge in grammar, punctuation and spelling is weak.
- Pupils do not get enough opportunity to practise and consolidate new learning.
- The checking of pupils' day-to-day progress by class teachers is not thorough enough. It does not help teachers identify what pupils need to do next or make accurate assessments on standards.
- The marking of pupils' work is not effective in helping them improve. Not enough attention is drawn to basic mistakes such as incorrect spelling.
- Although pupils behave in lessons and around school, they do not have the confidence to take the next steps in learning by themselves. They occasionally lose focus when the work does not interest them.
- Changes in staffing mean some important areas of responsibility have to be reallocated and some subject leaders are not effective enough.
- Governors have not developed their role in supporting school leaders and challenging them on the school's effectiveness.
- Setting of targets for teachers work has not been effective in improving teaching and raising standards.

The school has the following strengths

- Pupils do well in Key Stage 1. Attainment at the end of Year 2 is above average in reading, writing and mathematics.
- The attainment gap between disadvantaged pupils and others in the school is closing steadily.
- Pupils are kept safe in school and their attendance is above average.
- The new headteacher has quickly and accurately identified the school's strengths and the areas that require improvement. She has prepared a good quality improvement plan with appropriate actions.
- The headteacher has made a good start in supporting teachers to improve their teaching.

Information about this inspection

- Inspectors observed pupils' learning in seven lessons. Five observations were carried out jointly with the headteacher.
- Inspectors listened to pupils read and looked at the work in pupils' books.
- Inspectors looked at a wide range of documentation, including the school's own judgements on its strengths and weaknesses, and the data it collects on pupils' progress. Documents detailing the school's arrangements for safeguarding were reviewed and discussed.
- Meetings were held with governors, senior leaders and pupils. A meeting was held with a representative of the local authority.
- Questionnaire responses from 12 members of staff were analysed.
- Inspectors took account of 28 responses to the online questionnaire, Parent View. An inspector talked to parents bringing their children to school on the morning of the second inspection day.

Inspection team

David Speakman, Lead inspector

Additional Inspector

Jenny Edginton

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in mixed-age classes throughout the school. There are classes for Reception and Year 1; Years 1 and 2; Years 3 and 4; and Years 5 and 6. Children attend full-time in the Reception Year.
- Most pupils are White British. Very few speak English as an additional language.
- The proportion of disadvantaged pupils eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority), at 12%, is well below average.
- The proportion of disabled pupils and those with special educational needs is broadly average at 8%.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a high level of staff change since the previous inspection. The headteacher joined the school in September 2014. Teachers in Years 1 and 2 and in Years 3 and 4 have joined the school since it was last inspected.
- Before- and after-school clubs are run by the school and were included in this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good in all classes by ensuring that:
 - teachers continuously check on the progress pupils are making and use the information on each individual's attainment to set more challenging work
 - there is a more thorough and consistent approach to marking pupils' work, drawing pupils' attention to basic errors, particularly in writing
 - pupils have better opportunities to practise and consolidate new learning
 - teachers' assessment of the attainment of pupils at all ages is accurate
 - pupils are given work that captures their interest and enables them to move confidently onto harder work.
- Improve pupils' progress to raise attainment by the end of the Reception Year and Year 6 by:
 - ensuring that more children achieve a good level of development by the end of the Reception Year
 - improving pupils' grammar, punctuation and spelling and applying these skills in their writing
 - improving pupils problem solving skills to raise standards in mathematics
 - making sure that pupils take more care over the presentation of their work.
- Improve leadership and management by:
 - developing leadership roles to provide a greater level of support for the headteacher in her drive to raise standards
 - governors having a greater understanding of their role in challenging senior leaders on school effectiveness
 - making sure that the setting of targets for teachers' work is more effective.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Frequent changes of leadership in recent years have hampered the school's effectiveness. Consequently, the quality of teaching and pupils' achievement require improvement.
- Recent and imminent changes in staffing mean that responsibilities, including at senior level, are under review and important responsibilities need to be filled.
- Some subject and phase leaders are not effective in ensuring that standards are as high as they should be in their subjects. The headteacher has good plans in place to minimise the impact of further changes through a detailed and well-focused improvement plan.
- The local authority has been slow to intervene in supporting the school and the governors in maintaining the school's effectiveness since its previous inspection. Despite variations in standards at the end of Key Stage 2 over time and governors' concerns they have only recently intervened. Following a fall in attainment in 2014, and the appointment of a new headteacher, they have commissioned the support of an independent school improvement partner to work with the school.
- The school is introducing a new curriculum to include a topic approach to learning. This links subjects and adds relevance to learning. Topics include raising pupils awareness of life in Britain and how this has evolved over time. Pupils learn about other cultures and how beliefs affect lifestyles, but they have limited first-hand experience on which to base learning in this area, which reduces their understanding. The school has still to implement long-term plans for the development of literacy and how this links into a themed approach to learning.
- The school endeavours to provide equality of opportunity for all pupils of all backgrounds and abilities to make progress. However, there is some variation in the levels of challenge to some pupils, particularly the most-able, who do not always get work that is hard enough to move them on to the next steps quickly.
- The pupil premium funding is spent to close any differences in achievement between pupils and ensure an inclusive school. Adults provide one-to-one coaching and additional group tuition for pupils who are not achieving their targets. Disadvantaged pupils are supported to take part in music lessons, sporting activities and trips.
- The school has made effective arrangements for spending the primary sports funding to improve and widen sporting opportunities for pupils. The funding is directed to improving teachers' expertise through training and through working alongside sports coaches. Sporting opportunities have been widened to include sporting competitions. The school is monitoring the impact of this spending.
- Since joining the school, the headteacher has very quickly identified where there are weaknesses in teaching and in other key areas of the school's performance. Her evaluation of the school's effectiveness is accurate. She is already having an impact on improving teaching where it is most urgent.
- The headteacher has quickly formed an ambitious vision for the future of the school and of what pupils will eventually achieve. Her aspirations for the school have been shared with governors and staff, the majority of who agree. However, staff questionnaires indicate that not all staff agree and there is some way to go to achieve a unified approach to school improvement.
- **The governance of the school:**
 - Governance requires improvement because, over time, they have not had enough direct involvement in the work of the school, nor have they been effective in challenging leaders on the school's performance.
 - In the past, governors have not had enough information to be effective in holding the school to account, or to enable them to link teachers' pay to their effectiveness. Under new leadership of the

school and an approach that welcomes and encourages governors' involvement, governors are finding out more about what is happening in classrooms. They are building a better understanding of why pupils' achievement is not good and how they can check that new initiatives are working, but there is more still to do.

- Some governors have the professional expertise to interpret assessment data accurately, so have a good idea about school performance. Now they have more information, they are beginning to question the mismatch of internal assessment data to recent test results.
- Governors are developing plans on how to increase their impact on the work of the school. They have responded to the new 'learning improvement plan' by linking governors to each of the targets to work with the school to support and check progress to achieving milestones.
- Governors ensure statutory requirements are met, including those for safeguarding. All staff and visitors are checked for their suitability to have contact with children.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. It is not good because pupils have not yet been able to develop the confidence to move on to the next steps in learning or to challenge themselves. This holds back pupils' learning, particularly the most-able.
- Occasionally, when lessons are boring and the work is too easy, pupils get unsettled and lose focus. On these occasions, behaviour is not disruptive to others in the class, but pupils disengage, sit quietly or have a chat and do little. When lessons are interesting and engage their interest, pupils are very keen to learn.
- Pupils say behaviour, both in lessons and at other times, is mostly good. They do say though that behaviour can get worse when they are bored and find the work uninteresting, in guided reading for example.
- Pupils say that there is no longer any bullying in school. They have been taught about the impact of bullying and this is understood by pupils. The creation of a 'friendship stop' at break times has also helped eradicate bullying. During the inspection, behaviour observed in school assemblies, around school and at break times was good.

Safety

- The school's work to keep pupils safe and secure is good. Safety arrangements are thorough and pupils are well supervised at all times. Entry to the school is securely managed. Full checks are made on all adults coming into contact with pupils.
- Pupils have a good understanding of the different types of bullying and know what to do if they ever need help. They have a good understanding of how to stay safe while using the internet.
- Vulnerable pupils are cared for well. Child protection processes are effective. Training for staff and governors is up-to-date and staff, including some support staff, are experienced and skilled in implementing child protection procedures.
- Pupils are kept safe in the before- and after-school clubs.

The quality of teaching

requires improvement

- Teaching requires improvement because teachers have not been effective in giving pupils hard enough work so they all achieve their very best. As a result, standards, particularly at the end of the Reception Year and Key Stage 2, are not as high as they could be.
- Teachers do not consistently check on how well pupils are doing. They do not have a secure knowledge of

the levels each pupil is working at. This is particularly important as there is a wide ability range across the two year groups in each class. Work is not matched well enough to, or builds effectively on what pupils have already learned. Some pupils struggle and pupils who find the work easy are not routinely provided with harder work to move them on to the next level.

- Marking in pupils' books does not always identify how pupils can improve their work. There is a consistent approach to marking but some teachers do not pick up on basic mistakes, such as spelling errors or untidy presentation. Pupils are not always encouraged to practise and consolidate new learning before moving on.
- There is a poor match between teachers' assessments and test results. Writing at the end of Key Stage 2 last year was assessed as a strength, whilst pupils' grammar, punctuation and spelling results were poor. Teacher assessments in mathematics placed attainment above national expected levels for this age, while test results were below average. Teacher assessments have not been externally moderated.
- Teaching in reading, writing and mathematics does not make sure that pupils make consistent good progress. Pupils say they would like more stimulating reading books to make them more interested in reading. Work in mathematics is not always difficult enough to make sure most-able pupils develop the skills to solve difficult problems. In writing, pupils are given opportunities to write at length in different styles, but not enough attention is paid to ensuring they have a good knowledge and understanding of grammar, punctuation and spelling.
- As a result of closer monitoring by the headteacher, weaker teaching is improving and a number of strengths are becoming evident, although are not yet consistent throughout the school.
- Where learning is effective, teachers and teaching assistants work closely with pupils. They adjust the pace of the lessons in response to how well pupils are learning and have high expectations of what pupils can do. Adults encourage pupils through praising their work, but only when deserved. This encourages pupils to have very positive attitudes to learning in these classes.
- Some lessons are interesting, with strong links between subjects. This makes it clear to pupils why they are completing a set piece of work.
- Learning support assistants and at times, class teachers are effective in supporting disabled pupils, those with special educational needs and disadvantaged pupils, through one-to-one and small group support. This helps these pupils catch up with others and prepares them well for the next steps in learning.

The achievement of pupils

requires improvement

- Attainment on entry to the Reception Year varies, but generally, children have skills typical for their age. By the end of Reception, attainment is average. Attainment is stronger in personal, social and emotional development, physical development and understanding of the world. It is weakest in reading, writing and mathematics. Children's achievement in the Early Years Foundation Stage requires improvement.
- Standards overall at the end of Key Stage 2 fell this year to below average. They were weakest in mathematics and in grammar, punctuation and spelling, where attainment was below average. Assessment data show attainment in reading and writing to be broadly average. Achievement at Key Stage 2 requires improvement.
- Most-able pupils do not achieve as well as they should at Key Stage 2. The percentages of pupils reaching the higher levels 5 and 6 at Year 6 in reading, mathematics and grammar, punctuation and spelling were below average: in writing, it was above. Achievement of the most-able at Key Stage 1 is better, with a greater proportion than average achieving higher levels in reading, writing and mathematics.
- The achievement of disabled pupils and those with special educational needs is similar to other pupils and requires improvement. Due to the greater level of support they receive, pupils made similar progress to others.

- The number of disadvantaged pupils in each year group is small and their attainment varies from year to year. Across the school, disadvantaged pupils are keeping pace with others. In 2014, the overall attainment of these pupils matched that of others in the school. In mathematics, they were about two terms ahead of other pupils but a term behind in reading and two terms behind in writing. The gap with all pupils nationally was almost a year.
- Achievement at Key Stage 1 is good. There was a significant improvement in attainment in reading, writing and mathematics in 2014, all of which were above average. Lesson observations and work in pupils' books confirms pupils are making good progress at Key Stage 1.

The early years provision

requires improvement

- Adults provide children with appropriate opportunities to learn through investigating and exploring, both indoors and outside. There are adequate resources for children to work on their own and in small groups. Children's progress is not yet good because not all children persevere in their investigations and some do not sustain concentration for long enough without the intervention of an adult.
- Adults do not always guide children's learning enough during opportunities to learn through play. For example, they do not all routinely ask searching questions to or make suggestions for further investigation to ensure learning is as effective as possible. When this happens, children's learning slows, particularly among the most-able.
- During the activities led by adults, staff plan work that is not too easy or too hard for children of different abilities. As a result, children make better progress during these activities. Disabled children and those who have special educational needs are also given more appropriate support so they, too, make better progress and are adequately prepared to work alongside other children.
- Children behave and work most productively alongside other children, talking happily and sharing ideas and equipment. They are looked after well in the Reception Year and are kept 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	125523
Local authority	Warwickshire
Inspection number	448569

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	99
Appropriate authority	The governing body
Chair	Janine Storer
Headteacher	Anne Bedgood
Date of previous school inspection	30 June 2010
Telephone number	01926 812483
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