

Stoke Heath Primary School

Heath Crescent, Coventry, CV2 4PR

Inspection dates 19–20 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The leadership of the school is outstanding. The headteacher and other leaders focus rigorously on making the school the best that it can be.
- This drive and determination is shared by subject leaders and a highly motivated staff team. They have a clear focus on improving teaching and supporting each other's practice.
- Governance is strong. Governors routinely check how well the school is doing so they can provide further challenge and support. As a result, the school is rapidly improving.
- Pupils' behaviour is outstanding because of their exceptionally positive attitudes to learning. They understand and readily respond to the school's values and are respectful and courteous to each other and to adults.
- Teaching in the school has improved and is now consistently good, with some that is outstanding. Teachers use their strong subject knowledge to plan inspiring and motivating activities. Teaching assistants are particularly effective in their contributions to learning.
- Achievement in reading and mathematics has improved rapidly over the last eighteen months. Almost all pupils attain the expected standards and increasing proportions are reaching above average levels.
- Well-targeted support for all groups of pupils, particularly disadvantaged pupils, ensures they achieve well.
- Pupils enjoy coming to school because the curriculum is varied and stimulating and prepares them very well for life in modern Britain. Their attendance and punctuality are now above average.
- The care and safety of pupils are outstanding. Relationships are warm and trusting so that pupils feel safe and secure. Safeguarding practices are rigorous.
- The early years is outstanding. Children get off to an excellent start in the Nursery and Reception classes and make rapid strides in their communication skills, confidence and attitudes to learning. As a result, children are well prepared for Year 1.

It is not yet an outstanding school because

- Pupils' progress in writing is not as strong as it is in reading and mathematics. Handwriting is not taught early enough to enable pupils to develop a fluid style.
- Occasionally, pupils do not have enough opportunities to apply their mathematical skills and solve practical problems.
- Not all pupils respond to teachers' verbal and written comments to improve their work.

Information about this inspection

- The inspectors observed 23 part-lessons. Nine were joint observations with the school's senior leaders. All classes were observed.
- Meetings were held with the headteacher, the deputy headteachers, the early years leader, the special educational needs coordinator and subject leaders for English and mathematics. Inspectors also met with the Chair and Vice-Chair of the Governing Body and a representative of the local authority.
- The inspectors met three groups of pupils and spoke informally to other pupils during breaks and lunchtime. The inspectors also attended an assembly and before- and after-school clubs. Inspectors heard pupils read and looked at a range of work in pupils' books.
- Informal discussions were held with parents and carers at the beginning of the school day. The inspectors took account of 13 responses to the online questionnaire (Parent View) and considered the school's own recent survey of parents' views. Responses to the staff questionnaire were analysed.
- A wide range of documentation was examined, including: the school's plans for improvement; records of pupils' progress and attainment; records of attendance, behaviour, child protection and safeguarding; the school's self-assessment; documents relating to performance management and records of governing body meetings.

Inspection team

Joanne Sanchez-Thompson, Lead inspector	Additional Inspector
Marek Krzanicki	Additional Inspector
Nicholas Daws	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average. The proportion of those who speak English as an additional language is also much higher than the national average with 37 languages being spoken in the school.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The proportion of disadvantaged pupils supported through the pupil premium funding, is well above average. This funding is used to support pupils in the care of the local authority and those who are known to be eligible for free school meals.
- The school has a range of links to other local primary schools, including the Aspire Network.
- Many pupils have attended other primary schools before arriving at Stoke Heath Primary School and join the school part-way through the year.
- The school meets the current government floor standards, which set the minimum expectation for pupils' attainment and progress.
- The school provides part-time early years provision for children in Nursery in one morning class and one afternoon class. A small number of children attend both sessions. Provision for children in Reception is full-time.
- The school provides a breakfast and after-school club each day for pupils on roll at the school.
- There have been a number of changes of staff since the last inspection. A new headteacher was appointed in September 2013.
- The headteacher is a local leader of education (LLE) and she is currently working with the new headteacher of a local school.

What does the school need to do to improve further?

- Raise achievement in writing even further by:
 - teaching pupils to write in a joined and legible style as soon as possible
 - sharing the existing good practice in marking and feedback so that all pupils are routinely expected to edit and improve their own written work in all subjects, based on written and spoken guidance from the teacher.
- Ensure that teachers plan sufficient opportunities for all pupils to apply their mathematical skills to solve practical problems.

Inspection judgements

The leadership and management are outstanding

- The drive and determination of the headteacher, ably supported by senior and subject leaders, are instrumental in ensuring pupils' increasingly good achievement and the positive ethos created at the school. All leaders and staff share a vision for the school to become outstanding.
- School self-evaluation and action planning clearly indicates what the school needs to do to improve further. The evaluation is based on rigorous monitoring, tracking and evaluation of school performance by leaders and governors. Wherever issues are identified, actions are taken swiftly. As a result, there has been considerable improvement over the past eighteen months, particularly in the achievement of disadvantaged pupils and those who speak English as an additional language.
- Subject leaders are enthusiastically committed to improving their subjects. They regularly and closely check on teachers' planning and teaching and on children's work. They are then able to work with staff to improve quickly. As a result, almost all pupils are making good progress, with an increasing proportion making outstanding progress.
- Performance management procedures are highly effective in holding staff to account and in supporting their training and development. The headteacher undertakes all review meetings, which are carefully planned throughout the year so that progress can be checked. As a result, teaching is improving strongly.
- The school's promotion of equal opportunities and inclusion is outstanding. Discrimination in any form is not tolerated and pupils show respect, patience and considerable capacity for hard work. They show immense pride in their school and respond extremely well to the school's range of rewards systems, such as the lunchtime raffle tickets for good behaviour.
- Extra funds to support disadvantaged pupils are being used very successfully to ensure that there is a positive impact on their progress and attainment. Leaders make very regular checks on the performance of this group.
- The school has successfully introduced the new National Curriculum. It has recently changed its preferred approach to assessment and so its plans are not yet fully implemented.
- Provision for pupils' spiritual, moral, social and cultural development is a significant strength of the school. It is embedded throughout the broad and well balanced curriculum. This has been specifically written to enable pupils to learn about the importance and impact of Coventry, with a strong emphasis on the promotion of British values and democracy. It includes a range of high quality activities that promote enjoyment and a love of learning. A wide variety of clubs, trips, artistic and cultural events enhance the learning opportunities for all children and broaden their understanding of the diversity of British culture. All pupils in Years 5 and 6 learn a brass and wind instrument in their music lessons and then take part in regular performances to share their talents with parents and the wider community.
- The school has used its additional sports funding to employ coaches to work alongside teachers to develop their skills and knowledge. This was seen to particularly good effect during the inspection. It has also considerably widened its range of sporting clubs and participation in competitive events. The school is rigorous in monitoring participation and encouraging those who are not benefiting from these opportunities.
- The local authority provides 'light touch' support to the school and holds it in very high regard, using it as an example for other local schools.
- Safeguarding is a high priority and governors ensure statutory duties are met. Policies and procedures for safeguarding permeate all aspects of the school's work.
- **The governance of the school:**
 - The governing body is highly ambitious for the school. Governors have a very good understanding of how well the school is performing in relation to other schools nationally as a result of their training and

expertise. They visit classes, talk to pupils, meet with leaders and scrutinise plans. This rigorous monitoring gives them a very good awareness of the quality of teaching and its impact on learning; it also provides them with a sound basis from which to provide appropriate challenge and support to the headteacher and other leaders. Governors support the headteacher in ensuring that good teaching is rewarded.

- Governors closely monitor the finances of the school to ensure good value for money and financial stability. As a result, they have a very good knowledge of how the pupil premium funding is being spent and why these actions have been chosen.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They show an enthusiasm for learning which can be seen in their high levels of concentration and the quality of work produced in lessons. Pupils' conduct inside the school, at lunch and on the playground is equally impressive. They play well together and show good social development.
- Pupils, parents and staff all agree that pupils behave well. Pupils understand and readily follow the school's focus on the right to be safe, to be respected and to work hard. They refer to these rights when they talk about their learning and recognise that work needs to be 'hard' if they are going to improve further. They say, 'If it's easy, you don't learn anything.'
- Pupils are fully aware of the different forms of bullying and report that, while there are very few incidents, they have confidence that the adults in school will deal with them effectively should they arise. The school deals quickly and appropriately with any racist incidents.
- Pupils undertake a range of responsibilities in the school, including 'buddies' on the playground, jobs in the library and working in the dining hall at lunchtime. These help them to develop confidence and make an excellent contribution to their preparation for the next stage of their education.
- Attendance has improved over the last two years as a result of rigorous focus by leaders and other key staff. Pupils are punctual because they are keen to be in school. The well-attended breakfast club has a positive influence on both punctuality and attendance, particularly for disadvantaged pupils. These pupils get a good start to the day at the same time as learning important life skills.
- There have been no exclusions since the arrival of the new headteacher. The few pupils who find school challenging are well supported by staff and the learning mentors so they can take a full and active part in school life.

Safety

- The school's work to keep pupils safe and secure is outstanding. Senior leaders, pastoral staff and governors are highly skilled and experienced in this area and they ensure that all staff are well trained and vigilant. Staff take excellent care of their pupils, ensuring that their safety is never compromised.
- Pupils in all years know how to keep themselves safe. Assemblies, lessons and links with outside agencies are used very effectively to ensure pupils have the right information and guidance to develop the skills to keep themselves safe, especially when using the internet and mobile technology.
- Parents and staff are unanimous in responding that pupils are safe in the school.

The quality of teaching is good

- Teaching is good, with some aspects that are outstanding, including in the early years. Teachers use the school's specially tailored curriculum and their strong subject knowledge to plan activities that enthuse and motivate pupils and promote good progress. They have high expectations of their pupils, particularly the more-able, who rise to meet these at every opportunity.

- Relationships across the school are warm and nurturing. There is a consistent focus on development of language and social skills and so staff make every effort to engage pupils in meaningful conversations so they can develop and express their thoughts and feelings.
- Progress in reading has accelerated quickly because of the very well planned and rigorous approach to developing pupils' skills. Pupils enjoy reading and recognise how important it is to read regularly and widely at home as well as at school. Pupils' learning in English lessons is planned around high quality texts, such as the Year 6 study of *Frankenstein*, which develop their reading skills and their wider knowledge of British culture and history.
- The development of pupils' reading skills is being supported by improvements to the teaching of phonics (the sounds that letters make) as this is helping them to tackle new words and develop their vocabulary. This is particularly important for those with English as an additional language who, although they are developing rapidly, often struggle with the meaning of new words.
- The teaching of writing is increasingly effective. Pupils now have many opportunities to write across a range of topics and most do so at length. Pupils' grasp of grammar and punctuation is strong. Teachers' regular comments help pupils know how to improve the content of their work but they are not always required to respond to these comments at any length or to correct their own mistakes, such as spellings. Older pupils generally develop a neat style of handwriting but that of younger pupils is not as good, as they are not taught a joined style until Year 2 or Year 3.
- There is clear and planned progression in key mathematical skills throughout the school. The greater emphasis now being placed on calculation skills has resulted in improved achievement, particularly for the younger pupils. Good use is made of visual aids and practical equipment to support understanding and mathematical reasoning. However, sometimes lower attaining pupils do not have enough opportunities to use and apply their calculation skills to real-life problem-solving situations.
- Teaching assistants and other adults are very effectively deployed. They provide high quality support in lessons, particularly for disabled pupils, those who have special needs and those who speak English as an additional language. This enables pupils to access the planned tasks while also encouraging independence and confidence. As a result they make good progress.
- Careful and regular monitoring by the special educational needs coordinator and other senior leaders ensures that interventions and in-class support are helping pupils to learn the skills they need in English and mathematics quickly.
- All pupils receive regular homework, which they and their parents value. They recognise the contribution it is making to their progress.

The achievement of pupils is good

- The majority of children arriving in the early years have knowledge and skills that are lower than those typical of their age, particularly their language and communication, reading, writing and number skills. Children settle quickly into school as a result of a clear set of routines and soon begin to make rapid gains in these vital skills.
- After a dip in overall standards at both Key Stage 1 and 2 in 2013, the school has worked very effectively to accelerate pupils' progress and raise attainment, particularly in reading and mathematics. All pupils in Key Stage 2 now make good and sometimes outstanding progress. The school's own progress information, confirmed by inspection evidence, suggests that the improvements made in 2014 will be sustained this year.
- Pupils in Year 2 are now reaching at least average standards in reading, writing and mathematics, with increasing proportions reaching the higher level in reading and mathematics. This reflects very good progress from their starting points. Disadvantaged pupils are making equally good progress, although

slightly fewer reach the higher levels. Achievement in writing is not as strong as in reading and mathematics.

- In 2014, pupils in Year 6 reached broadly average standards in reading, writing and mathematics; they reached high standards in spelling, punctuation and grammar. Current assessment information and work in pupils' books indicate that standards in all subjects will rise still further this year, reflecting at least good progress and achievement. Pupils are achieving particularly well in reading.
- The most-able pupils make similarly good progress as their classmates. This is because teaching arrangements in Key Stage 2 allow for pupils to be set the appropriate level of challenge.
- Disadvantaged pupils achieve well, making particularly strong progress from their starting points. In 2014, the attainment of disadvantaged pupils at the end of Key Stage 2 was on average nearly a year higher than other pupils in the school and was similar to all pupils nationally. In comparison with their non-disadvantaged peers in the school, Year 6 disadvantaged pupils were a year ahead in mathematics, nearly a year ahead in reading and a term ahead in writing.
- This year the Year 6 disadvantaged pupils are set to achieve standards which are at least as high as other pupils nationally and will match other pupils in the school. Any gaps in attainment are particularly affected by the length of time the pupils are educated in the school, their educational histories or backgrounds on arrival and their ability to speak English as an additional language. The school is successfully closing attainment gaps between the disadvantaged and other pupils through its effective use of the pupil premium funding.
- Pupils who speak English as an additional language also reach standards which match other pupils by the time they leave the school. This reflects the impact of the school's provision and their increased proficiency in language. Pupils who join the school part-way through the year are quickly assessed and appropriate teaching strategies are used to ensure that they make the same good progress as their classmates.
- Reading is taught well, with pupils quickly catching up from their low starting points. Pupils are given plenty of opportunities to practise their skills both independently and with an adult, and they are increasingly reading more fluently and widely. Pupils have also been helped by more consistent teaching of phonics throughout the school.

The early years provision

is outstanding

- The majority of children start in the Nursery with skills which are below those typically seen for their age. Staff work together extremely effectively to plan activities covering all areas of learning. These enable children to have as many opportunities as possible to listen and speak in an appropriately quiet environment. This particularly helps those children who speak English as an additional language to develop the vocabulary and skills they need to take part fully in all activities.
- Children make excellent progress in the Nursery and Reception classes, especially in developing their speaking and listening skills, their social language and their willingness to join in and work with other children. As a result, they are well prepared for joining Year 1.
- The leadership and management of the early years are outstanding. The provision for learning and social development of the children is very well planned. Full use is made of the high quality resources and opportunities afforded in the rest of the school, such as the use of the library and information and communication technology (ICT) suite. Staff are rigorous in their management of safeguarding, as in the rest of the school, and this fully meets requirements.
- The leader and teachers have extensive assessment data which they use very effectively to devise programmes which meet the individual needs of the children. Areas of lowest attainment, such as writing and speaking, are identified at an early stage to plan the necessary interventions. Consequently, progress in these areas has accelerated and the evidence suggests that most children will reach the

skills expected for their age in these areas by the end of this Reception year.

- The learning environment is very well resourced and vibrant and it is evident that children enjoy learning and working with their classmates. Staff make learning enjoyable for children of all abilities, as was seen in a phonics lesson when children were practising their letter formation and using phonics to form new words. Teaching is consistently good and often outstanding in all of the early years classes.
- Teaching assistants make very effective contributions during whole-class sessions as they support children who are disabled, have special educational needs or who speak English as an additional language. Their targeted work enables these pupils to participate fully and make at least good progress from their respective starting points. Children who speak English as an additional language are on track to reach the skills expected for their age by the end of the year.
- Children are always ready and keen to learn, showing enthusiasm and curiosity. They quickly learn to play happily with each other and readily follow instructions from staff. Their behaviour is outstanding.
- The early years staff have worked tirelessly to develop and sustain links with children's parents, many of whom are reticent to be involved at the start. Parents have many opportunities to be involved in their child's learning, such as phonics events, and they are responding to these with increasing frequency. They are delighted with the progress their children are making.

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	103684
Local authority	Coventry
Inspection number	453196

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	434
Chair	David Owen
Headteacher	Jeanette Hiatt
Date of previous school inspection	28 March 2011
Telephone number	024 7645 4741
Fax number	024 7645 4793
Email address	headteacher@stokeheath.coventry.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

