

# Stockton Wood Community Primary School

23 All Saints Road, Speke, Liverpool, L24 3TF

## Inspection dates

9–10 June 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- Governors and senior staff have successfully led the school forward, ensuring changes in staffing have been managed effectively. A shared understanding among all staff about what makes teaching good has a positive impact on improving teaching and achievement.
- Pupils' achievement is good and pupils make good progress from their individual starting points. The majority of pupils leave school having reached the level expected for their age in reading, writing and mathematics.
- Support for those pupils who are vulnerable, disabled or who have special educational needs is most effective. These pupils make good and often rapid progress.
- Staff regard pupils' safety and well-being as a top priority. Pupils say they feel very safe in school. They are full of praise for the help they receive and the caring attitude of staff, especially the learning mentor.
- Behaviour is often exemplary. Pupils make good use of time provided to relax and be quiet. This puts them in the right frame of mind for learning. As a result, they work hard.
- Pupils are friendly and polite. They respect one another and their school.
- Teaching has many strengths. Not least is the variety of activities that sustain pupils' interest. These include the use of video clips, visits, drama and discussions. As a result, pupils enjoy school and attendance is above average.
- Provision in the early years is good. Children make good progress overall and often rapid progress in their reading, writing and number skills. This helps them to move at a good pace in Key Stage 1.
- Staff have collaborated to produce a curriculum that meets the specific needs of the pupils in this school. The focus on extending pupils' speaking skills, broadening their outlook and raising their aspirations has a positive impact on their progress.

### It is not yet an outstanding school because

- Teachers do not always provide enough challenge for the most-able pupils, especially in Key Stage 1.
- Resources for pupils to apply their computer skills in class are not readily available.
- Handwriting is not always neat and some pupils lack confidence to solve problems in mathematics.
- The assessment system used in the early years does not make it easy for staff to analyse children's progress.
- Some subject leaders, other than those leading English and mathematics, are in the early stages of setting priorities linked to raising pupils' progress.

## Information about this inspection

- The inspectors observed teaching in all classes and in small groups throughout the school. Inspectors attended two assemblies.
- Discussions were held with pupils, staff, members of the governing body and a representative of the local authority.
- Inspectors scrutinised pupils' work, with a focus on writing and mathematics throughout the school. Work in other subjects was reviewed to assess the quality of the curriculum.
- A range of documents was evaluated including the school's improvement plan, data on pupils' progress, and the minutes of meetings held by the governing body. Information about safeguarding was analysed including the most recent audit carried out by the local authority.
- The inspectors took account of the 28 response to the online parent questionnaire (Parent View), the school's own audit of parents' views. They visited a parent support group and spoke with parents as they dropped their children off at school.
- The 22 responses to the inspection questionnaire for staff were reviewed.

## Inspection team

Jennifer Platt, Lead inspector

Additional Inspector

Elizabeth Kelly

Additional Inspector

Terry Bond

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 is above the national average.
- The proportion of pupils who are disadvantaged, those eligible for support through the pupil premium, is very high when compared with the national average. The pupil premium is additional funding the school receives for those pupils who are known to be eligible for free school meals, and those children who are looked after by the local authority.
- Very few pupils are from minority ethnic groups or speak English as an additional language. This number is gradually rising, as is the number of pupils who start and leave the school at different times.
- Children attend the Nursery on a part-time basis and then move to the Reception class to continue their education full time.
- Since the last inspection, there have been several changes to staff with some currently on temporary contracts.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment in English and mathematics.

### What does the school need to do to improve further?

- Improve the quality of teaching further and increase pupils' progress by:
  - checking that the work set for the most-able pupils is always hard enough, especially in Key Stage 1
  - raising expectations of pupils' handwriting and increasing their confidence to solve problems in mathematics
  - ensuring pupils have opportunities to apply their computing skills in lessons.
- Adjust the assessment system in the early years so that it is easier to analyse children's overall progress.
- Increase the role of subject leaders, other than leaders of mathematics and English, in identifying precisely the priorities that will accelerate pupils' progress in their subjects.

## Inspection judgements

### The leadership and management are good

- The headteacher and deputy headteacher combine to make a strong leadership team. Principles of valuing the individual and showing respect for all underpin the leadership of the school. The aim for consistency in applying these principles, as well as implementing changes, has been paramount in the development of the school. Staff and governors embrace challenge and have created an ethos in which good teaching and outstanding behaviour are promoted. The school is in a good position to become even more successful.
- Leaders and staff collaborate to evaluate the school's strengths and development areas. This leads to an accurate view of the school's effectiveness. Actions are taken to tackle any identified concerns. These are included in the school's development plan. They include practical actions and precise steps to measure success to achieve these priorities.
- Teaching is evaluated closely by observing teaching, reviewing pupils' work and checking on their progress. Support, in the form of advice and training, is provided and this is especially helpful for those new to the profession. There is a strong focus on professional development for staff, with many having gained additional qualifications linked to their responsibilities in school.
- Under the guidance of the deputy headteacher, the school has implemented a new approach to assessing pupils' progress following the recent national changes. Progress is checked closely and support put in place promptly if a pupil starts to make less progress than expected. Throughout the day, group sessions as well as individual support take place. These are often closely matched to what is happening in class so that pupils do not miss out on what their peers are learning. Valuable individual help is also provided by volunteer readers. This is especially beneficial for the lower-attaining pupils, but at times the most-able pupils do not get the extra push needed to ensure they reach above average attainment.
- Staff are held to account for the progress pupils in their class make. There are termly meeting with senior leaders to discuss pupils' progress and staff make decisions about how best to support pupils. Teachers are set targets to improve their performance which are based on their teaching performance and the progress of pupils. There are close links between performance and salary rewards.
- The school's standards and achievement managers lead English and mathematics and coordinate the support of the disabled, those who have special educational needs and the disadvantaged pupils most effectively. These leaders support staff very well with guidance on current practice. Their action plans make it clear how changes are to be made to speed up progress. Other subject leaders have received training in their leadership roles and have ensured that changes have been made to implement the new curriculum. They are developing their roles in using assessment to identify the precise priorities in their subjects that will lead to improved progress.
- The new curriculum is matching pupils' interests and expanding their wider interests. Photographs on display celebrate many special events including drama, the visit of a Gospel Choir and pupils' numerous visits. The balance of subjects is extremely effective and the school has many strengths, including in modern foreign languages and physical education. Topics link subjects so that learning is purposeful. A key strength is in the promotion of literacy and numeracy skills across subjects, for example writing diary entries and descriptions about special events.
- The promotion of pupils' spiritual, moral, social and cultural development is most effective. It is fostered well during assemblies. Church leaders from three local churches lead assemblies at different times during the year. Pupils visit other places of worship to extend their knowledge of different faiths and cultures. Staff ensure there is no discrimination and pupils respect the beliefs of others. They know the difference between right and wrong. Pupils are encouraged to pause and think about how they can help others in school and the wider locality. They organise events to support charities. The use of calming breathing techniques and peer massage encourages pupils to appreciate stillness and tranquillity.
- During the inspection, Year 6 pupils were involved in learning how to achieve goals showing fairness and consideration for others. Over a series of lessons, pupils created a product and presented it to a panel of judges. The skills they gained contribute effectively to their understanding of life in modern Britain as they recognised the importance of team work and the need to value the skills of others. All pupils learn the importance of democracy as they elect school councillors. They appreciate having a voice in change in their school. Pupils are eager to accept responsibility for their actions and this is reflected in their exemplary behaviour.
- Very effective use is made of the pupil premium funding. The appointment of a leader specifically with responsibility for overseeing the provision for these pupils has had a positive impact on their progress. The support of external agencies, including speech and language therapists, has improved the identification of pupils' needs and led to prompt support. Governors are determined that the money is spent not only for academic progress but also to ensure the disadvantaged pupils have every opportunity to go on visits, join

clubs and play an active role in school. This reflects the very effective promotion of equality of opportunity.

- The school is recognised in the city for the pupils' prowess in sport. The primary school sport funding is used successfully to promote a wide range of activities and staff observe lessons taught by specialists so that their own skills improve. The impact of the funding is reflected in the school's Silver Kitemark for skills in physical education. Transport to and from sporting competitions has also opened up avenues for more success.
- Arrangements for safeguarding pupils are effective and meet requirements. Staff are vetted to ensure they are suitable to work with children. They are fully trained to care for pupils and are vigilant to identify any concerns.
- The local authority provides effective support. A detailed report on progress is provided as well as a very thorough audit of safeguarding. The authority now keys into the school's success to share their expertise with other schools, especially in their support for the disadvantaged.

#### ■ The governance of the school:

- Governance is effective and governors play a full part in the leadership of the school. They provide support and challenge to the school. Governors have attended training on the analysis of data and now check to see how well the school is doing when compared with others. They are knowledgeable about improvement in the early years and how the increased focus on speaking and listening is raising attainment.
- Governors base their knowledge of teaching on reports from the headteacher and a review of books. Although few visit lessons, they do carry out informal walks around school and so have an informed view of the quality of teaching. Training for teachers is seen as crucial by governors and they receive regular updates to check that this is supportive. Governors seek out support from the local authority when setting targets to raise the performance of staff. They check that salary rewards link to the successful achievement of these targets.
- The governing body ensures that the budget is managed effectively and the school is financially secure.

### The behaviour and safety of pupils

**are outstanding**

#### Behaviour

- The behaviour of pupils is outstanding. Pupils are happy in school and those who met with the inspectors could identify nothing they would improve except for making playtime longer. They behave extremely well at play, being both energetic and careful not to hurt others. Their lively games of football are both competitive and skilful. Pupils make up their own games with hoops and follow the rules. If someone seems to be isolated, others step in to offer friendship.
- Behaviour around school is often exemplary. Pupils listen attentively in assemblies and make a good response to questions. Pupils are eager to share their experiences about school with visitors and are polite and courteous. Even the very young stop and open doors with a friendly smile.
- In lessons, the vast majority of pupils pay full attention to their teachers and behave very well. They welcome opportunities to discuss their work with others and do this in a sensible and orderly way. Pupils value all that their teachers do for them. They enjoy visits and the excitement of visitors. Older pupils have many memories, especially of the privileges and treats they are enjoying now they have completed their national assessments.
- On the odd occasion, pupils' interest wanes and pupils do not always give their best efforts to their handwriting. Nevertheless, the high standard of behaviour means that learning is not disrupted. Teachers encourage pupils to be calm and this is evident in the ethos and daily life of the school. Year 6 pupils are prepared well for their new schools but say they will be sad to leave the school where they have many friends.
- The above average attendance identified in the last inspection has been sustained.

#### Safety

- The school's work to keep pupils safe and secure is outstanding. Staff justifiably pride themselves on the support and pastoral care offered to the pupils. For several pupils facing stress and trauma, the school provides security because they know help is readily at hand. The pupils identify the learning mentor as a key person to approach for support. The quiet room in school provides a haven for some pupils as they cope with some barriers not only to their learning but also to their feeling of security. The focus on raising their self-esteem and confidence in managing their difficulties helps them to be more prepared for

learning.

- Pupils say they feel very safe and discuss the many opportunities provided to teach them about taking care of themselves. They know the dangers of some drugs, smoking and alcohol. The recent focus on e-safety has been effective. Displays emphasise the need for caution when using computers. The e-safety ambassadors wear their badges with pride and are very well informed so that they can offer advice to others.
- Many examples in the school's curriculum teach pupils how to be aware of potential dangers they may face. During the inspection, pupils in Year 6 were taking part in cycling proficiency training so that they are safer using the roads.
- The pupils who spoke to the inspectors were adamant that there is no bullying in their school. They are well informed about different types of bullying, including how calling others names is unkind. Pupils say that they look after each other.
- Members of the school council composed this quotation about their school: 'This is a happy school because we respect each other and are encouraged to be helpful.'

### The quality of teaching

is good

- Good teaching contributes to pupils' good achievement and their enthusiasm for learning. Teaching has much strength, with some examples of excellence that ensure pupils learn effectively in lessons.
- A key principle guiding teachers is a focus on working collaboratively and observing one another to ensure all understand the features of good and outstanding teaching. This, plus the emphasis in putting policies into action, is leading to consistency in teaching across the school.
- Teachers are inventive and provide activities that capture pupils' interest. Year 6 pupils are thoroughly enjoying a series of lessons based around the relationship of two characters in a video clip. Discussion is of a high quality showing the pupils' ability to analyse what they are seeing. The inclusion of role play, with one pupil acting as the strict teacher in the video, resulted in some lively debate.
- Questions are used most effectively and the focus on extending pupils' speech is evident as teachers check pupils understand new vocabulary. They also ask a follow-up question to ensure pupils can back up their answers with more detail.
- Every week, teaching assistants and teachers meet to plan activities. As a result, teaching assistants provide effective help both in class and in small group sessions. On the odd occasion, adults jump in too quickly with their ideas rather than waiting for the pupils to come up with their own solutions. On the other hand, excellent practice is evident when adults support groups enabling them to follow the same work as their peers at a level more appropriate to their need.
- Subject knowledge is very good. Teachers use the correct terminology in English and mathematics and insist that pupils apply this in their answers.
- Classrooms are vibrant and walls are awash with guidance for pupils, as well as celebrations of their achievements. The prompts are referred to regularly by teachers and updated to reflect the current focus. Consequently, pupils use them well to guide them as they work. They are often supported by check lists of what is needed to be successful and pupils assess for themselves how well they are doing.
- Teachers are becoming more familiar with the new assessment levels and use information well to plan work for the different abilities in the class. This can, in some cases, lead to as many as five different activities as the range of ability is so wide. For most of the time, this is most effective practice, especially for the disadvantaged pupils and those who are disabled or have special educational needs. At times, the expectations of the most-able pupils are not high enough, especially in Key Stage 1. Teachers identify a harder task to extend these pupils' learning, but they do not always follow this up to ensure that it is completed.
- Reading is taught successfully. The new approach to teaching phonics (letters and their sounds) is impressive. Pupils are grouped according to their ability; activities sustain their interest and lead to some pupils making excellent progress. Throughout the school, the focus on different texts is capturing the interest of boys, which is an ongoing concern in the school. In Year 2, the use of *The Twits* by Roald Dahl captured fully the boys' enthusiasm because of the vocabulary used to describe these characters.
- Writing is also taught effectively. The discrete lessons with a focus on punctuation, grammar and spelling are reaping benefits by the time pupils reach Year 6. Teachers promote writing in other subjects so that pupils have ample opportunity to practise their skills. Expectations for pupils to use their imagination are high and lead to some very imaginative vocabulary. The expectations of pupils' handwriting are not always as high, however, and some pupils do not always produce their neatest work.
- Teachers have adjusted well to the new approach to teaching mathematics. They encourage pupils to



think more deeply about their work by asking questions. This was clear in Year 5 with questions such as 'show me' when pupils were learning the difficult task of using coordinates to adjust the size of shapes. Teachers are skilled at demonstrating different methods of calculations and pupils grow in confidence with a range of methods. Skills have also been enhanced by daily number sessions. Some pupils, however, lack the skills of applying their knowledge and at times need more guidance to improve their confidence.

- Marking has been a focus for teachers. They now give considerable time and effort to advising pupils how to improve. A new system to provide opportunities to respond to comments is being implemented so that marking becomes even more effective.
- Teaching is enhanced by specialists and this is effective, especially in teaching French and physical education. The teaching of computing is effective, but the lack of resources in class limits pupils' opportunities to apply their skills on a more regular basis.

## **The achievement of pupils is good**

- Achievement overall is good, with examples of excellence where teaching is very strong. Attainment fluctuates because of the wide range of ability in class and the increasing number of pupils who arrive from other schools at different times of the year. By the time pupils leave the school, attainment is broadly average in reading, writing and mathematics.
- Children are not fully secure in several areas of learning by the end of the Reception Year but skills are currently rising especially in reading, writing and number. Teachers build on these as pupils move through Key Stage 1.
- Teachers' assessments at the end of Year 2 have been lower than the national average. However, an analysis of the data shows an increase in the number of pupils now working at the level expected in reading, writing and mathematics. For many pupils, this represents rapid progress. However, the number reaching above this level remains stubbornly low and is holding down the school's overall attainment.
- Progress is good in Key Stage 2 and speeds up especially when older pupils benefit from some inspirational teaching. The results of national tests at the end of Year 6 show a rising trend, often at a pace faster than the national picture.
- There have been some peaks and dips in attainment. This was the case in mathematics in 2014 which dipped to much lower than the national picture. This was because some of the most-able pupils did not perform as well in the tests as the school anticipated.
- Currently, attainment shows a similar proportion reaching the level expected for their age in reading, writing and mathematics. However, there is a dip in the number reaching above average, especially in mathematics. This is linked to the make-up of this cohort, which left Key Stage 1 with very low ability as well as some pupils facing other barriers to their learning. However, the school is on track for some pupils to achieve at the very high Level 6 in mathematics.
- Pupils in Year 2 apply their phonics skills well to decode new words. The results of the national screening check were lower than the national average in 2014. This prompted a new approach to teaching these skills and currently the percentage of pupils reaching the expected number is in line with the national average identified in 2014. Older pupils read accurately and many have favourite authors. They enjoy humour and adventure stories.
- The introduction of specific lessons to teach grammar, punctuation and spelling is enabling pupils to achieve well in the national assessment of these skills. An impressive 63% reached above the national average. Most pupils can put down their ideas in writing and some include imaginative vocabulary. Some, especially the younger pupils, struggle to organise their thoughts into sentences and do not always present their work neatly.
- Many pupils have secure basic skills of calculation and older pupils have a range of methods to call on when solving problems. Some pupils can manipulate facts and numbers showing depth in their reasoning skills but others lack the confidence to apply their knowledge especially in a test situation.
- Disabled pupils and those who have special educational needs make good progress with evidence of excellence in mathematics. The coordinator for special educational needs conducts comprehensive assessment and seeks additional advice when required to ensure the needs of these pupils are met fully.
- Overall, the most-able pupils make good progress by the time they leave school. However, this is not consistent throughout the school because at times the level of work is not sufficiently challenging to ensure their progress is always fast enough.
- The school provides very well for the disadvantaged pupils. The pupil premium is used most effectively to enhance their learning, wider social skills and self-esteem. These pupils make at least good progress compared with others in school. When compared with other pupils nationally, these pupils achieved

slightly better than others in reading and writing and the same as others in mathematics. The attainment of these pupils was one-and-a-half terms above others in school in mathematics, slightly more than this in reading and half a term ahead in writing. When compared with other pupils nationally, attainment was below by almost two terms in mathematics, one-and-a-half terms below in writing and there was virtually no gap in reading. The attainment of this group in their punctuation, grammar and spelling was above others in school and nationally.

- Achievement in other subjects is also celebrated. The school has achieved awards for basic skills, has a Primary Science Quality Mark, Active Mark and expertise in French.

### The early years provision

is good

- Children start school with levels that are lower than is typical for their age. Many have limited abilities in speech and language, literacy and number skills. Overall progress is good. Attainment, as identified by the numbers reaching a good level of development, is below average. However, many reach the level expected in reading, writing and number and this reflects excellent progress in these crucial basic skills and enhances children's readiness for Year 1.
- Teaching is good. Staff have a good understanding of the needs of this age range. They know when to offer help and when to leave children to solve things for themselves. The discrete sessions teaching number and literacy skills are very effective. Children enjoy learning their letters and sounds when reading a book with the teacher. The children in the Nursery enjoy practising their letter formation skills on plastic bags made squashy because they have filled them with coloured paint. Visits are fully exploited. For example, the search for animals in the sand linked to the visit to the nearby safari park.
- Staff target activities and support to meet the differing abilities of the children. This ensures children needing extra guidance also make good progress. For example, the computer is used to support the disabled and those who have special educational needs while the most able are challenged to write and try out their skills without support.
- The environment is safe and staff are trained in caring for this age range. The outdoors is a large space with little shade but staff use it well to enrich children's experiences. They enjoyed hiding words on wooden plaques for their friends to find and then hunting and reading them. Children behave very well and say they feel safe and would ask an adult if they had a problem.
- Overall leadership is effective. The emphasis on improving children's speech and language skills has been most effective. Staff are deployed effectively. Assessment is used well when planning activities but the system makes it difficult to analyse on children's progress from starting school to the end of the early years.



## 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

<b>Unique reference number</b>	133338
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	461924

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	323
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Finch
<b>Headteacher</b>	Susannah Stacey
<b>Date of previous school inspection</b>	1 December 2011
<b>Telephone number</b>	0151 486 1778
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