

# Stivichall Primary School

Coat of Arms Bridge Road, Coventry, CV3 6PY

<b>Inspection dates</b>	14-15 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- This forward thinking school is well led and managed. The headteacher has been relentless and successful in improving this school to ensure that it provides a good quality of education.
- The headteacher and newly established leadership team have ensured the quality of teaching has improved and is now good. Teachers and teaching assistants work well together to ensure that pupils make good progress from their starting points in a wide range of subjects, including English and mathematics.
- Effective teaching of phonics (letters and the sounds they make) has led to an increase in the proportion of pupils achieving the expected standard in the phonics check.
- Pupils enjoy coming to school and learning. They feel safe. This is shown in their good attendance and low levels of persistent absence.
- Pupils' personal development and welfare are outstanding. Parents agree that their children are kept extremely safe. Leaders and staff build very positive attitudes to learning through the school motto 'Learning at Stivichall is a passport for life'.
- The curriculum is well designed, enriching pupils' skills, knowledge, understanding, behaviours and values through engaging activities. Many memorable experiences help to bring learning alive.
- Good teaching and effective support in the early years ensures that learning gets off to a good start.
- Governors make a significant contribution to improving the school. They know the school well and use their expertise and local knowledge to great effect. They provide an effective balance of support and challenge to school leaders.

### It is not yet an outstanding school because

- Although teaching is good, it is not consistently strong. As a result, outcomes are not outstanding.
- Teachers are sometimes slow in addressing misconceptions and errors in pupils' work to inform and improve learning.
- Leaders and teachers do not make full use of the new assessment system to ensure all pupils make rapid progress.
- Pupils are not sufficiently reflective in reviewing their learning and correcting their own work, especially in mathematics.

## Full report

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

- Further improve the impact of leadership and management by making sure that:
  - all staff make full use of the new assessment system so that all groups of pupils make rapid progress, particularly disadvantaged pupils
  - leaders check that the actions identified in their monitoring to further improve teaching are addressed swiftly.
  
- Develop consistently strong teaching so that outcomes are outstanding by making sure that:
  - pupils' misconceptions and errors are addressed swiftly to inform and improve learning
  - pupils are routinely able to self-correct, to reflect on and to review their own learning, especially in mathematics
  - pupils make full use of their acquired phonic skills to help them with their spellings
  - examples of outstanding teaching practice are routinely shared among staff.

## Inspection judgements

### Effectiveness of leadership and management is good

- Since the previous inspection and following staff changes and new appointments, the quality and effectiveness of the school's senior leadership team has improved considerably. The areas for improvement from the last inspection have been successfully addressed.
- The impact of the headteacher is clearly evident. Her determination and relentless ambition over the last two years has been instrumental in the rapid improvement in all aspects of the school's work. Together with capable, supportive senior leaders, staff and governors she has ensured the school has gone from strength to strength. Teaching, particularly in key stage 2, has improved and pupils in all key stages now achieve well in reading, writing and mathematics.
- A new leadership team was appointed in September 2015 and this is a driving force in bringing about the necessary improvements. Systems and monitoring structures have been reviewed to support and develop staff and to engender a whole-school team approach with a focus on ensuring that pupils reach their potential.
- Staff are very supportive of the work of the headteacher and senior leaders. This is fostered through positive relationships and the promotion of staff well-being. Staff value training and the many opportunities they have for professional development to improve their practice.
- Teachers and teaching assistants appreciate the opportunities they are given to develop their leadership skills and to share good teaching practice. This helps them to move to the next stage of their career. However, this is still in its early stages. Examples of outstanding teaching practice, for example, are not yet routinely shared among staff.
- Effective systems are in place for monitoring, evaluating the impact of teaching, learning and assessment and professional development on pupils' outcomes. Leaders work to a cycle of review identifying actions for improvement. As a result, leaders accurately identify and share strengths and areas for development. Leaders, however, do not check that the actions identified in their monitoring to further improve teaching are addressed swiftly and fully manifested by improvements in pupils' workbooks.
- School leaders have accurately evaluated the performance of the school. The school improvement plan is informed by this evaluation and contains measurable targets so that leaders and governors can check on progress and plan further action. The quality of teaching is improving because leaders have used the targets set for teachers to improve effectively to hold them to account and address any underperformance.
- The school has made good use of external support to review quality of teaching, learning and assessment. This is as a result of a pro-active headteacher and an outwardly looking school who are keen to learn from others and to have external validation of their judgements.
- The school keeps a careful check on how well each pupil is doing. Leaders have implemented new assessment procedures to check that pupils are working at age-related expectations. However, leaders are still refining their procedures so that they can identify if any pupil could do better more readily and to ensure that all teachers make effective use of the new assessment system so that all groups of pupils, especially disadvantaged pupils, make rapid progress.
- The curriculum is well developed and meaningful. It provides good opportunities for pupils to apply skills, knowledge and understanding taught, especially reading, writing and mathematics skills. It addresses the expectations of the new national curriculum and is based on themes across the school such as Mexicans and the Mayans, Wriggle and Crawl. Pupils help to decide the themes to study. The curriculum is enriched through various projects such as science, technology, enterprise and mathematics. This helps to re-enforce skills across the whole curriculum and to develop pupils' aspirations for transition to the world of work and life-long learning. The 'Imagineering Project' provides opportunities for learning through creativity and design, as well as providing opportunities for pupils to act as ambassadors to lead learning. External visitors to school and trips enhance the learning opportunities. Learning outside the classroom is key to the school's curriculum. Pupils adore this work. They said 'it was better when it was super muddy'.
- The school motto 'Learning at Stivichall is a passport for life' is threaded through both academic and pastoral learning opportunities. A strong values programme, including British values, are built into the curriculum and displayed on the Stivichall tree.
- Leadership of provision for pupils who have special educational needs or disabilities ensures that these pupils are very well supported and make strong progress from their starting points. The team of staff are

well trained and monitored to ensure that they provide effective support. External support is sought where it is needed and is used well to enhance provision for these pupils.

- The school makes good use of additional funding for disadvantaged pupils. It is targeted to provide a range of support for eligible pupils. The impact of this extra funding can be seen in their positive engagement with their learning. More disadvantaged pupils are now making better than expected progress and as a result, gaps in achievement between disadvantaged pupils and others are narrowing.
- The primary school physical education and sports premium is used to good effect. The use of specialist sports coaches for clubs and to work alongside teachers is raising the confidence of staff to teach high-quality physical education classes. Also, as a result of additional staff supervision at lunchtime, pupils are increasingly engaged in organised games for example cricket, which give a positive focus to their activities. Pupils benefit from having opportunities to engage in a wider range of competitive sporting events than previously.
- Increasing numbers of pupils are participating in after-school clubs. These clubs are creative and aspirational and extend pupils horizons such as 'Imagineering', tennis, gymnastics, cross-country, building resilience and teamwork, choir. Pupils' attendance at clubs contributes towards a celebration of their enhanced learning and skills through the 'Children's University'.
- Parents are very positive and appreciative of the work of the school. Parents' praise in particular the events that take place, such as, Sports Day and Big Lunch, pupils' attitudes to learning and the care and welfare teachers provide for their children.
- The local authority is fully aware of the school's strengths and areas for development. It has been a strong force in bringing about school improvement by working with senior leaders in regular monitoring reviews and by brokering support to share and disseminate good practices.
- **The governance of the school**
  - Governors provide very effective support and challenge to the headteacher and senior leaders. They ensure that leaders are held accountable for improvements in pupils' outcomes and welfare. With new appointments made, as a result of the headteacher's actions to add further rigour to governance, governors have a wide range of expertise and skills. This has resulted in a governing body that has a clear understanding of what is happening in school and how it can be improved further.
  - Governors are well informed. They are active in the life of the school and in guiding strategic direction. Governors check the school's work and contribute to ongoing school improvement planning. They visit classrooms regularly and meet with leaders to review progress. They have a good understanding of the assessment information that is available to them and use this to track the progress of all groups of pupils. They have a clear understanding of the effectiveness of teaching and its impact on pupils' progress.
  - Governors ask challenging questions of school leaders and use their link governor and committee structure well to monitor particular aspects of the school's work. They have a clear understanding of how teachers' performance is managed and the links between this and their pay progression. They manage the finance and resources that are available to the school well, including sport and pupil premium, and measure the impact of this on pupils' achievement. Governors attend training provided for staff to keep them up to date.
- The arrangements for safeguarding are effective. Robust systems are in place to ensure that the safeguarding needs of pupils are a high priority. Regular training for all staff helps to make sure that they are in a strong position to identify pupils who are at potential risk. Vulnerable pupils and their families are well-supported with good links in place to work with outside agencies when required.

## Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved since the last inspection and is now good in all key stages.
- Teachers and teaching assistants now take pupils' previous learning into account to plan and teach activities that are adjusted to the varying needs and abilities of pupils. New concepts are explained carefully and clearly. Teachers identify pupils who are falling behind and they swiftly put extra support in place to close any gaps, which impacts positively on learning.
- Teachers make learning inspiring and engaging and this helps pupils to develop very positive attitudes towards learning. They make effective use of questioning to deepen the pupils' knowledge and

understanding and thinking. Pupils, including the most able, respond well to this challenge and are well-motivated in their learning.

- Pupils' reading skills develop well through the early years and into key stage 1. Better teaching of phonics (letters and the sounds they make) has increased the proportion of pupils working at the expected standard currently in Year 1 compared to last year. Most pupils get off to a fast start in their reading as a result. Reading skills are deepened as pupils move up through the school. The library and reading programmes motivate pupils to read widely and often.
- Since the last inspection, the teaching of mathematics has improved and is now taught well. Teachers build in many opportunities for pupils to apply their mathematical skills in unfamiliar situations, to solve problems and to develop their reasoning skills. Pupils know for example, how to use inverse operations to check their answers and this deepens their mathematical understanding. Even so, progress in is occasionally held back because pupils do not routinely self-correct, reflect on and review their own learning. This is especially the case in mathematics.
- Teaching provides good opportunities for the pupils to apply the skills, knowledge, understanding that they acquire in reading, writing, and mathematics across the other curriculum subjects. A good example of this was seen in the science, technology, enterprise and mathematics programme. Pupils across the whole school were involved in activities, such as, designing robots using control technology, using levers to add working parts to models and applying a formula to work out the length of tape needed.
- Classrooms are bright and attractive places that promote learning. Displays on the walls provide good prompts to help pupils with their mathematics, reading and writing. The use of resources guide and support pupils' learning.
- Homework consolidates learning and provides opportunities for the pupils to work on projects of particular interest. Pupils said 'We love homework and it makes us feel good'. Pupils' homework is celebrated through display.
- Pupils receive good guidance on what they are expected to achieve. Improvements in marking means that pupils know what they need to do to improve. Sometimes, however, teachers are slow to address misconceptions and errors in pupils' work.
- Although some teaching is particularly strong and effective, examples of outstanding teaching practice are not routinely shared among staff.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Personal development and welfare has a high profile within the school. Teachers are highly successful at helping pupils develop self-confidence and self-awareness and their understanding about how to be a successful learner. Staff create a positive climate where pupils can overcome difficulties and thrive.
- Pupils are provided with opportunities to develop an understanding of shared responsibility. A range of activities inside and outside of the classroom develop skills such as team building, leadership, resilience and physical well-being. Pupils work together very well and support each other. 'My friends help to me feel better about learning and be happy' reflects a typical comment from pupils.
- The opinions of the democratically elected school council are valued by staff and used to shape future improvements and changes such as the art room. The council choose a range of charities to support both locally and internationally. Their fund raising helps to develop their awareness of helping others.
- Assemblies, enrichment days, the curriculum in and out of school and the school values programme contribute extremely well to the pupils' spiritual, moral, social and cultural understanding. The science, technology, enterprise and mathematics assembly led by a university lecturer encouraged pupils to have high aspirations for professional careers in design.
- Pupils feel very safe in school. Parents and pupils report that bullying is rare and parents feel their children are well looked after. Programmes, such as 'Helping Hands', ensure there is a team of adults who pupils can talk to at any time. The Rainbow Room, which is a well-run facility, provides social and emotional support for any pupils at lunchtime.

### Behaviour

- The behaviour of pupils is good.
- Pupils behave well in and around school. Pupils are polite and well-mannered to each other and visitors. They are proud to be part of the school and are keen to do well.
- Pupils understand and value the behaviour policy, acknowledging that good and bad behaviour are swiftly followed up. Pupils appreciate that individuals may need help and support with their behaviour. Programmes of support and resources provide well for this such as the art club, 'Rainbow Room' and 'Sensory Room'. Robust systems are in place, which pupils understand and staff use consistently. These are successful in improving pupils' behaviour over time.
- Pupils' attendance is above average. This is as a result of the support the school has put in place to encourage good attendance. Persistent absence is low and leaders work hard to eradicate this.
- Pupils' positive attitude to learning in lessons is contributing to the improved progress they are making. Pupils listen attentively to teachers and guest speakers in assembly. They volunteer their ideas confidently and work well with their classmates when completing work.

### Outcomes for pupils

are good

- Outcomes have improved since the previous inspection and are now good. In all key stages, most groups of pupils make good progress from their starting points in reading, writing and mathematics.
- In 2015, Year 6 pupils reached above average standards in reading, writing and mathematics. Their progress in writing was among the top 25% of schools nationally. It was also above average in reading and mathematics.
- Pupils in current year groups across the school are also achieving well. Through the curriculum and good opportunities to apply their skills, pupils are developing a secure knowledge and understanding across all subjects. They are well prepared for their next stage in education.
- Good provision in the early years ensures that the children make good progress. The proportion attaining a good level of development is above average. Children's needs are identified before they start school so that they get the support they need when they start.
- The outcomes of the phonic screening check at the end of Year 1 have been higher than average in the past. Although there was a dip in 2015, this has now been addressed. The effective delivery of phonics ensures pupils' outcomes are good. Phonics sessions help pupils to build their understanding of the sounds that letters make. Older pupils make good use of their phonic skills and read widely and often, with fluency and comprehension. However, sometimes, pupils do not make full use of their acquired phonic skills to help them with their spellings.
- Standards at the end of key stage 1 have been above average for the past three years. This represents good progress from their previous starting points. The school's tracking information shows that current Year 2 pupils are also doing well. Standards are likely to be above the national average again this year.
- Achievement in key stage 2 has improved and is now good. The most able pupils now do well. In Year 6 in 2015, an above average proportion of pupils reached the higher levels of attainment. Work in pupils' books confirm that, across key stage 2, pupils are making good progress in reading, writing and mathematics. The most able pupils are usually set work to challenge them to reach their potential.
- Pupils who have special educational needs or disabilities make good progress from their starting points. This is because the school carefully reviews the support required for these pupils. Effective plans identify their specific learning needs and appropriate programmes of support are in place to ensure that these pupils achieve well.
- Good support for disadvantaged pupils means that the gaps in attainment with other pupils are closing.

### Early years provision

is good

- Most children start early years with skills and knowledge which are typical for their age, but some children are below this. As a result of good teaching and provision, careful observation and challenge, the proportion who leave the Reception Year with a good level of development is above national average. Children develop the skills needed for a positive start in key stage 1.
- The leadership of the early years provision has an accurate picture of the strengths of the provision, the

development work that has taken place and the impact of this work. Leaders are confident in improvements that have been made, and recognise the work needed to embed some of these developments, in particular in developing the children's thinking skills and skills for working independently.

- Children's needs are accurately assessed and identified on entry. Learning is appropriately planned to meet children's needs based on their starting points. Good liaison with feeder nurseries and parents ensures the assessment is well informed. Engagement with a range of agencies, including speech and language therapists, ensures that the children receive the support they need.
- Children behave well. They show good manners towards each other and good social skills. They have self-confidence and self-awareness. Children are eager to explore. They gain an understanding of risk through a range of activities both indoors and outdoors. They enjoy climbing to the reading zone, building with crates and exploring roles such as in the car wash, where they work collaboratively to clean bicycles.
- Gaps in learning are addressed through regular monitoring of children's progress. Children receive targeted support to ensure that any barriers to learning are overcome and they catch up quickly. However, teachers and teaching assistants do not consistently ensure that children know what to do to improve their learning.
- Safeguarding is effective. Staff are trained in paediatric first aid and statutory welfare requirements are met. Child protection policies and procedures are fully in place and include the use of mobile devices.
- Children listen carefully to adults and each other. This is particularly evident in phonic sessions where children follow instructions closely. The children's 'learning journals', which document children's learning, identify their next steps and celebrate their successes. Parents are very supportive of the achievements their children make in early years and speak positively about parental engagement in their child's learning.

## School details

<b>Unique reference number</b>	103686
<b>Local Authority</b>	Coventry
<b>Inspection Number</b>	10012386

This inspection 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>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	524
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pauline Parkes
<b>Headteacher</b>	Karen Ferguson
<b>Telephone number</b>	024 76 419 555
<b>Website</b>	<a href="http://www.stivichallprimary.org">www.stivichallprimary.org</a>
<b>Email address</b>	<a href="mailto:school@stivichall.coventry.sch.uk">school@stivichall.coventry.sch.uk</a>
<b>Date of previous inspection</b>	7-8 May 2014

## Information about this school

- This school is much larger than the average-sized primary school.
- About two thirds of the pupils come from White British backgrounds. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils supported by the pupil premium funding is well below average. The funding is received for pupils who are, or have been, known to be eligible for free school meals, and those who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is broadly in line with national average. However, few pupils have a statement of special educational need or an education, health and care plan.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection there have been some changes in leadership and staff. A new deputy headteacher and two assistant headteachers have been appointed.
- The school meets requirements on the publication of specified information on its website.



## Information about this inspection

- Inspectors observed pupils' learning in 35 lessons in order to contribute to their evaluation of the quality of teaching, learning and assessment. Five of these observations were conducted jointly with members of the school's leadership team. Inspectors also observed assemblies.
- Inspectors observed pupils' behaviour in classrooms, in the playground and around school.
- Inspectors held meetings with the headteacher, school leaders, teaching staff, a representative of the local authority and members of the governing body.
- Inspectors talked to pupils about their learning and their attitudes to, and opinions about, school.
- A number of documents were examined. They included the school's view of its own performance, records of the checks made on teaching and learning, the school improvement plan, information about pupils' progress and records relating to attendance, behaviour and safeguarding.
- Inspectors took account of the views of parents through informal discussion with parents, analysis of the school's own questionnaire to parents and the 69 responses to Ofsted questionnaire, Parent View.
- Inspectors scrutinised pupils' workbooks from all year groups and heard pupils read.

## Inspection team

Lynda Townsend, Lead inspector	Ofsted Inspector
Elizabeth Huggett	Ofsted Inspector
Lorraine Lord	Ofsted Inspector

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