

# Stoke Primary School

Briton Road, Coventry, West Midlands CV2 4LF

## Inspection dates

4–5 October 2016

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher provides effective leadership and is well supported by the deputy headteacher and senior leadership team. She has addressed the issues that were preventing improvement in teaching. She has worked tirelessly to improve teaching so that pupils fulfil their potential.
- Teaching, learning and assessment are good across the school. Teachers and other adults who work at the school share the high expectations that leaders have for pupils.
- All pupils, including those who have special educational needs and/or disabilities, or who are disadvantaged, make good progress from their respective starting points and across all subjects in a wide and stimulating curriculum. Leaders and staff make sure that the most vulnerable pupils are supported effectively.
- The school supports the development of the most able pupils and tracks their progress rigorously to make sure that they maintain the highest standards.
- Pupils behave well around the school and in lessons. They appreciate what teachers and other adults do to help them learn and make progress. They feel safe at school and are taught how to keep themselves safe.
- Nursery and Reception classes benefit from a welcoming learning environment and effective teaching. As a result, children enjoy learning, are safe and are well prepared for learning in Year 1.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils are well prepared for life in modern Britain because they are taught to be tolerant, to respect the beliefs of others and the importance of understanding what is right and wrong.
- Governors have refocused their activities and developed their skills through training since the previous inspection. They now have a clear understanding of how the school is doing. As a result, they can support leaders effectively and hold them to account.
- Teaching in key stage 1 and lower key stage 2 is occasionally less effective than the more consistently strong practice in upper key stage 2.
- Administrative systems are in some instances not as effective as they could be in allowing leaders to gain swift access to the key information they need to monitor key areas of the school and inform their next steps.

## **Full report**

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

- Ensure that school leaders systematically create the conditions for the strongest teaching and assessment strategies in the school to be replicated and embedded across key stages and classes.
- Ensure that information systems are consistently efficient and allow leaders to gain prompt access to information, so that they can monitor key aspects of the school more easily and intervene swiftly when required.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, deputy headteacher and assistant headteachers have worked tirelessly to establish a culture of high expectations for all members of the school community that is shared and supported by all staff. As a result, the school provides a calm and purposeful environment for learning. Pupils are clear about what is expected of them. They work hard, behave well and show respect to adults and each other.
- Senior leaders and governors know what the strengths and weaknesses of their school are. They have taken effective steps to eliminate inadequate or weak teaching. Having recognised that more needed to be done to ensure that all pupils make good progress, senior leaders have devised more accurate assessment systems and identified effective ways for teachers to improve their planning and classroom practice. These new approaches are successfully implemented and monitored by middle leaders. This has led to an improvement of the quality of teaching across the school.
- Leaders have made the most of the opportunities that are available for collaboration with other schools within their area of the city. This collaborative work allows leaders at all levels, as well as staff, to develop their skills by sharing effective practice with colleagues from other schools. Working with other schools also allows leaders to validate their judgements on the quality of teaching and learning through external moderation of assessments and pupils' work.
- Leaders at all levels understand their accountability for improving pupils' achievement and hold teachers rigorously to account for delivering the best possible outcomes for pupils. Senior and middle leaders have systems in place to identify where pupils do not achieve as well as they should. These systems allow them to analyse the reasons for any lack of achievement and to intervene effectively. As a result, progress for all groups of pupils in the school is improving.
- Senior leaders manage the performance of teachers rigorously. They set clear targets for improvement and gather a range of information to monitor progress against these targets that allows them to determine pay progression.
- The headteacher and leadership team have developed a curriculum that meets the needs of the pupils. The curriculum is clearly designed to raise pupils' aspirations. The headteacher, the senior team and governors have based the choices they made for the curriculum on the knowledge of what would best help pupils to broaden their horizons. In addition to the lessons that cover the subjects prescribed by the national curriculum, pupils can develop and apply their skills and knowledge through a range of stimulating and varied learning events and activities. For example, pupils attend after-school clubs with activities such as choir, computing or music. The school also organises themed events like artists' visits, 'international day' and 'world book day'. There are trips, including a Year 4 trip to France, and visits that enhance the learning experience of pupils in all year groups.
- Senior leaders and governors plan carefully to ensure that the pupil premium funding the school receives is used as effectively as possible to support disadvantaged pupils. Leaders analyse the needs of the pupils supported by the additional funding. They monitor closely the impact that the actions taken have on the academic progress and

personal development of disadvantaged pupils, and intervene swiftly if these strategies do not have sufficient impact.

- The primary school physical education (PE) and sport premium funding is also used effectively and has increased the range of sporting opportunities available to pupils. After-school clubs, including football, gymnastics, dance and multi-sports, are available every week and are very popular with pupils. Sports coaches deliver PE lessons that pupils greatly enjoy and during which they develop their skills. Sports coaches also provide training to staff. This has increased teachers' confidence in teaching PE. The latest initiative introduced by leaders is the promotion of a healthy lifestyle, linking diet and physical activities to increase pupils' well-being.
- The school supports the spiritual, moral, social and cultural development of pupils extremely well. The enrichment activities, assemblies, the teaching of religious education and the work of the school council are very effective in providing pupils with knowledge and experiences that prepare them for becoming responsible adults who can contribute positively to society.
- The school's records are up to date and comply fully with legal requirements. The headteacher and the leadership team are aware of the importance of having systems that allow easy and quick access to information to ensure the smooth running of the school. This is why the school is working on upgrading its electronic records. However, as the school is updating its administrative systems, some new recording systems are running in parallel with the ones they are replacing. This situation creates some confusion and delay in accessing key information that needs to be readily available, and therefore slows down the process of monitoring and intervention.

### **Governance of the school**

- Governors are effective in supporting and challenging leaders in order to ensure that the school provides the best possible quality of education for pupils. They work well as a group and are keen to develop their skills further through a programme of training that they organise for themselves.
- Since the previous inspection, there have been significant changes in the governing body membership and the way it operates. Governors who joined the governing body recently have received extensive training and are clear about what is expected of them. As a result, governors are now able to evaluate accurately the strengths of the school and the areas where it should improve.
- Governors have a wide range of skills and knowledge that allow them to contribute well to the strategic leadership of the school. They have a clear understanding of assessment information and they check how different groups of pupils are progressing. Governors ensure that the management of teachers' performance is thorough and that there are clear and rigorous links between performance and pay progression. They also contribute effectively to the financial management of the school, including monitoring the impact that the spending of the pupil premium and sport premium funding has on pupils' outcomes.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have the capacity to keep pupils safe in their school and to respond appropriately and effectively if pupils are at risk. Evidence gathered during the inspection shows that records and staff training are up to date. Policies are in place and are well understood by staff, for whom annual training is also organised. The

headteacher and the leadership team share responsibilities for safeguarding and regularly check that the school fulfils its duty to keep pupils safe. Recent changes to safeguarding guidance have been taken into account and both policies and training reflect this.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching has improved significantly since the previous inspection. Work in pupils' books, assessments of their progress, and observations of teaching carried out by leaders and inspectors show that teaching across the school is at least good, with some highly effective practice. The headteacher took strong action to address weak teaching that, in the past, had a negative effect on pupils' progress. There is a clear focus now, across the school, on ensuring that what happens in classrooms is consistent with a culture of high expectations.
- The school has introduced a new system to assess pupils' progress in all subjects, matched to the expectations of what they should be able to do at different ages. This system provides teachers with accurate information on how well pupils are achieving, so that they can gauge effectively how much progress they have made and still need to make, when they plan their lessons. Throughout the year, teachers meet with their colleagues from other schools to compare the results of their assessments and make sure that they are consistent and accurate. Teachers regularly evaluate the progress that pupils in their class have made and report their findings to leaders as part of their accountability.
- Teachers plan and teach lessons that engage pupils' interest. As a result, pupils develop their skills and knowledge in a way they enjoy and that successfully develops a positive attitude to learning. In teaching observed during the inspection, it was clear that teachers routinely use their subject knowledge to create activities that make learning attractive and fun. In mathematics, pupils have opportunities to solve problems and develop their reasoning skills through puzzles and games. In English, pupils develop their reading and writing skills by doing a range of group and individual activities based on texts they enjoy and that inspire them to be creative.
- Learning across the curriculum is organised in themes that develop pupils' knowledge of the world, its history, and the variety of cultures one can encounter. Pupils also have opportunities to develop their scientific knowledge in well-planned science lessons. Teachers also ensure that pupils apply and develop their literacy and numeracy skills throughout a range of subjects.
- Classrooms are well equipped and laid out to support learning. Displays on the walls provide good prompts to help pupils' learning. These include numeracy and literacy posters and examples of pupils' successful work. Teachers use computerised teaching boards and computers effectively to deliver their lessons and support pupils' learning. These provide helpful visual prompts that focus on key points of learning that are helpful to pupils.
- The whole-school marking policy is followed consistently by teachers. Teachers mark pupils' work regularly and, in accordance with the policy, highlight errors and write comments to suggest or request improvements. Each task in books is marked against a colour-coded system that shows clearly when a task has been completed successfully, partially, or was not done to the required standard. As a result, pupils know when they have made progress and when they need to catch up with their work.

- Teachers plan and teach activities that are designed to help the learning of pupils who have different abilities. These activities provide different levels of challenge and allow pupils to build their confidence, as well as their knowledge, before moving on to the next level of difficulty. The most able pupils are routinely encouraged to attempt more challenging activities. Pupils who experience difficulties in lessons, as well as those who have special educational needs and/or disabilities, are well supported by teachers and the well-trained learning support assistants.
- The teaching of phonics has improved significantly. This is because teachers and learning assistants are well trained and use a scheme that provides them with a consistent approach that pupils can relate to. As a result, pupils are able to develop their reading skills and, from the early stages of their education, are equipped to make connections between spoken and written language.
- There is an increasingly high level of consistency in the approach to teaching and learning across the school. Subject leaders work well together, and with colleagues from other schools, to develop methods of teaching that allow all groups of pupils to make good progress. However, while there is no weak teaching in the school, leaders still need to ensure that the strongest practices in key stage 2, especially in Years 5 and 6, are replicated and embedded in the teaching of some of the classes in the lower years.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school has established a strong positive ethos that pupils are proud of and that is often reflected in their attitudes in school. Pupils' welfare and development are at the heart of the school's work. Leaders and staff are committed to ensuring the pupils' well-being. They make sure that pupils are safe and know how to remain safe in a range of situations that they encounter in their everyday life, or may encounter when they grow up.
- The school does a lot to cover important areas to ensure that pupils are well prepared for life in modern Britain and learn to become good citizens. A range of activities, such as assemblies and educational visits, give pupils opportunities to learn about and reflect on tolerance, the rule of law, and social responsibility.
- The high profile of the school council and the way in which pupils contribute to many key aspects of the school life clearly show the importance that the school places on making pupils feel responsible for themselves and their school community. For example, a group of pupils run an 'eco team' to promote awareness about the environment across the school. A 'playground buddies' team promotes friendship and safety during breaks. Pupils' efforts are encouraged and valued, which is why they are proud of their school.
- Pupils have a strong awareness of how to keep safe in a range of situations, both at school and in their daily life outside school. They are well informed on the potential dangers they are exposed to when they use the internet or social media. The school provides pupils with comprehensive information and training on how to avoid unnecessary risks.

- Most of the parents who responded to Parent View, the online Ofsted survey, and those who were spoken to during the inspection, were very appreciative of the work that the school does to keep their children happy and safe. They are, in the majority of cases, pleased with the level of care that the school provides. A small number of parents expressed concerns about bullying and behaviour, but discussions with pupils, and evidence gathered during the inspection, showed that such incidents and concerns are managed very effectively by the school.

## Behaviour

- The behaviour of pupils is good.
- Leaders and staff are determined to ensure that standards of behaviour remain high. Senior leaders have clear expectations that they articulate through clear policies and implement with a consistent approach.
- Pupils understand clearly what the expectations are of how everyone in school should behave. They understand what constitutes unacceptable behaviour and are clear about what the consequences are of not respecting the school's rules. They also appreciate the rewards they get for good behaviour.
- Pupils trust the teachers to intervene when people misbehave or try to bully others. Pupils have a clear understanding of different types of bullying, including homophobic bullying, and why any kind of attitude that causes distress to others is unacceptable.
- Pupils display positive attitudes to learning, are attentive in lessons, and listen when other pupils or teachers are talking. They work well together and are keen to do well in lessons. They also show respect to their teachers and other adults in the school.
- Attendance is improving and the school has in place robust procedures to ensure that all groups of pupils continue to maintain a high rate of attendance.
- Pupils' behaviour in lessons and around the school during breaks and lunchtime is very good. There are very few occasions when pupils do not pay as much attention as they should in lessons. This tends to happen when their interest in the activities is not sustained, but teachers are usually quick to re-engage them in their lesson.

## Outcomes for pupils

**Good**

- Senior leaders and governors have analysed the results achieved by pupils at key stage 1 and key stage 2 over the last two years and have addressed the issues identified. The most recent provisional results show signs of improvement, but, more significantly, the current cohorts of pupils are now making good progress in all key stages and standards of attainment are rising.
- At key stage 1, pupils are now making good progress in phonics. Attainment in phonics was not a strength of the school, but has clearly improved this year. Pupils are building well on their attainment at the end of Reception. Performance information for current pupils in key stage 1 shows that they are making good progress in reading, writing and mathematics. The percentage of pupils reaching or exceeding age-related expectations is much higher than in previous years.
- Pupils are also making good progress from their respective starting points at key stage 2. Most recent assessments show that the proportion of pupils who achieved standards in line with, or above, national expectations in writing and mathematics was greater than the national figures. There has also been a marked improvement in the standard



of attainment in reading since last year. As a result, pupils in the upper years of key stage 2 are well prepared for the next stage of their education at secondary school.

- Current performance information and evidence gathered during the inspection, including lesson observations and work in pupils' books, indicates that all groups of pupils are making good progress from their respective starting points.
- In 2015, disadvantaged pupils achieved better than other pupils nationally at the end of key stage 2. Current progress information shows that the difference between the achievement of disadvantaged pupils and other pupils continues to reduce. The school monitors closely the progress of different groups of pupils and ensures that resources for disadvantaged pupils have a positive impact on their outcomes.
- Pupils who have special educational needs and/or disabilities also make good progress from their starting points. Evidence from current school information, most recent assessments, work in pupils' books and the lessons observed during the inspection, shows that the actions taken by the school to support pupils with additional learning needs are having a positive impact.
- From their respective starting points, the most able pupils make progress which is at least in line with expectations. Current performance information confirms that pupils in this group are in line to reach or exceed the standards that they are expected to attain by the end of each key stage. Evidence gathered in lessons and in books shows that teachers are focusing on the most able pupils in their classes and are encouraging them to reach high standards across the curriculum. Leaders are aware of the need to focus on the most able pupils who are disadvantaged and ensure that these pupils have access to a range of additional support to enable them to fulfil their potential.
- The proportion of pupils attending the school whose first language is not English is well above the national average and growing. There are support structures in place for these pupils to ensure that they make good progress. Pupils who start school with very little command of English quickly acquire sufficient language skills to follow lessons with a minimal amount of support and make progress in line with other pupils of similar abilities. Current assessment information shows that their progress is at least in line with the progress of other pupils.

## Early years provision

**Good**

- A significant proportion of children start the Nursery and Reception Years with skills that are below those typical for their age, particularly in language and communication. Thanks to the enthusiastic leadership of the early years leader, who is well supported by the team of teachers and learning assistants, all children make good progress from their respective starting points.
- The quality of teaching in the early years continues to be good. Teachers and other adults prepare activities that children can either do under their supervision or access by themselves. They allow enough time for children to choose the activities they want to do, so that they can develop their learning skills independently. As a result, all children, and especially the most able, have opportunities to develop their natural curiosity or ask questions that teachers could use to develop their understanding further.
- The classrooms and outdoor areas offer a bright and well-equipped environment for the children to develop their learning and social skills.
- Routines, both in the Nursery and the Reception classes, are well established and



children respond well to adults' instructions. When they are involved in activities, children show their ability to wait for their turn to access toys or materials and they collaborate well with each other. They use the equipment in the various areas of the classrooms and outdoor areas appropriately and engage willingly in activities that are laid out for them by teachers.

- The reason why learning routines are so well established, so early in the year, is that the early years leader and the team manage the induction of children well. Teachers and learning assistants visit the homes of children before they attend the Nursery class to get to know the children and their families. When children join the Reception class parents are actively encouraged to be involved and are invited to attend part of the morning sessions. Consequently, a large proportion of parents are involved in their children's early education. The induction process also results in children having a smooth transition from home life to school life. They therefore find it easier to adapt to their school environment and its rules and routines.
- Teachers and other adults ensure that safeguarding and the welfare needs of children are fully met. This allows for children to progress happily through their first experience of school and be well prepared for the next stage of their education in Year 1.
- All groups of pupils make good progress through the early years. Early literacy and mathematics skills are taught well and provide a strong foundation for learning in key stage 1.
- Although the progress of children from their starting points is good, the proportion of children achieving a good level of development is still slightly below the national average.

## School details

Unique reference number	103679
Local authority	Coventry
Inspection number	10020002

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	The governing body
Chair	Steve Quarterman
Headteacher	Ann Marrs
Telephone number	024 7645 1724
Website	<a href="http://www.stoke.coventry.sch.uk">www.stoke.coventry.sch.uk</a>
Email address	<a href="mailto:office@stoke.coventry.sch.uk">office@stoke.coventry.sch.uk</a>
Date of previous inspection	9–10 October 2014

## Information about this school

- Stoke Primary School is larger than the average primary school.
- The school meets requirements on the publication of specified information on its website.
- The early years provision comprises a Nursery class for three-year-old children, who all attend part time in the mornings or afternoons, and four-year-olds who attend one of two Reception classes full time.
- The proportion of disadvantaged pupils, supported by the pupil premium funding, is above average.
- The proportion of pupils from minority ethnic backgrounds is above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of pupils who have a statement of special educational

needs or an education, health and care plan is also below average.

- In 2015 the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics for pupils in Year 6.

## Information about this inspection

- The inspectors observed pupils' learning in 17 lessons. They also made a number of short visits to lessons. A number of lessons were observed jointly with the deputy headteacher.
- The inspectors looked at work in pupils' books and listened to pupils read. They met two groups of pupils to gain their views of the school. The inspectors observed pupils' behaviour at break, lunchtime, and at the start and end of the school day, as well as in lessons.
- The inspectors looked at a range of documentation, including the following: assessments and records of pupils' progress; the school's checks and records related to safeguarding, child protection and attendance; records of how teaching is managed and the school's improvement plans.
- Inspectors held meetings with the headteacher, the deputy headteachers, the special educational needs leader, two assistant headteachers, and three middle leaders. The lead inspector met with the chair and vice-chair of the governing body and three other governors. There was also a meeting with a local authority adviser who had worked with the school.
- The inspectors took account of the 19 responses to the online Ofsted questionnaire, Parent View, and talked to parents at the start and the end of the school day. They also took account of responses to the online staff questionnaire.

## Inspection team

Patrick Amieli, lead inspector	Ofsted Inspector
Jane Edgerton	Ofsted Inspector
Linda Brown	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2016