

# William Stockton Community Primary School

Heathfield Road, Ellesmere Port, Cheshire CH65 8DH

## Inspection dates

13–14 June 2018

<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>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors have demonstrated a clear capacity to improve the school. They have tackled the weakest teaching to address the decline in pupils' progress in mathematics at the end of key stage 2.
- Additional teaching staff have been employed, and staff from across the federation have been used to boost the progress of pupils in Year 5 and Year 6. As a result, pupils make accelerated progress.
- The personal development of pupils is outstanding. This is due to the excellent relationships within the school. The quality of support for pupils, especially the most vulnerable, is highly effective.
- Parents and pupils appreciate the support of the learning mentor, who helps to guide families through times of difficulty.
- Middle leaders have overhauled the curriculum to ensure that it engages pupils in their learning. However, the work of some of the most able pupils shows that they do not have opportunities to further develop their subject-specific skills in science and history.
- Although pupils make good progress in mathematics, tasks are not consistently well designed to extend the thinking of the most able, and most able disadvantaged, pupils in key stage 1 and lower key stage 2.
- Teachers question pupils well and set high expectations. As a result, pupils make good progress in reading, writing and mathematics across the school.
- The growing proportion of pupils who speak English as an additional language are supported well to make good progress from their starting points.
- Leaders make good use of the physical education and sports funding to engage pupils in a range of sports.
- Pupils' behaviour is exemplary. They are polite and considerate of others' feelings.
- Children in the early years make good progress from starting points that are below, and sometimes well below, those typical for their age. This is because of the effective teaching in the early years.
- Leaders have improved the proportion of children achieving a good level of development in the early years. This has been above the national average for the last three years. However, the percentage of disadvantaged children achieving this standard has declined.
- Governors have a good grasp of the school's strengths and weaknesses. However, they do not question in enough depth the effectiveness of the different actions funded by the pupil premium.

## Full report

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

- Improve the quality of teaching, learning and assessment to match the best in the school by ensuring that:
  - teachers more carefully design tasks to challenge the most able, and most able disadvantaged, pupils in mathematics to make greater progress in key stage 1 and lower key stage 2
  - the most able pupils have more frequent opportunities to develop their subject-specific skills in greater depth in science and history.
- Improve outcomes for disadvantaged children in the early years to match the high rates of attainment of other children.
- Improve the quality of leadership and management by ensuring that governors evaluate in more depth the impact of the ways in which the pupil premium is used to support disadvantaged pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders and governors have worked together to remedy the weaknesses in teaching and learning that led to pupils' low progress in 2017, particularly in mathematics. Leaders have addressed the weakest teaching effectively. Pupils now make good progress, demonstrating leaders' capacity to bring about improvements in the school.
- Leaders and governors have introduced additional staff into Year 5 and Year 6 to fill the gaps in pupils' learning left by previously weak teaching. The result is evident in pupils' accelerated rates of progress. Leaders have also made the best use of staff expertise from across the federation to support pupils' learning in upper key stage 2, such as that of a specialist mathematics teacher. However, some minor variations in the quality of teaching and learning remain, such as in the challenge to some of the most able pupils in key stage 1 and lower key stage 2.
- Leaders have ensured that there is a culture of improvement in the school. Staff value the opportunities that they have to share good practice and to develop their skills. This has had a clear impact on raising children's standards in the early years and pupils' attainment in key stage 1 over the last three years.
- Middle leaders have designed the curriculum to build on pupils' interests and knowledge. The result is that pupils engage well with the topics that they study. Middle leaders are active in improving their subjects.
- Pupils are well prepared for life in modern Britain because of the excellent support that they receive for their personal development. Vulnerable pupils receive exceptional care and attention from staff, particularly from the learning mentor who helps pupils and their families to overcome barriers to pupils' learning.
- Leaders promote pupils' spiritual, moral, social and cultural development well. They have ensured that pupils' topic work is enhanced by trips that bring their learning to life. Pupils have a good understanding of a number of religions and how these relate to their own beliefs.
- Leaders have made effective use of the physical education (PE) and sports funding. The PE leader and her team have ensured that pupils' participation in sports has improved by targeting some clubs at those who are reluctant to join in. She has designed a programme that is responsive to pupils' suggestions, such as the introduction of boxercise as an activity at break times. Extra-curricular activities provided by specialist sports coaches feed into a wide range of competitions with other schools. Leaders have ensured that pupils aspire to achieve through the variety of competitions on offer.

### Governance of the school

- Governors have a clear grasp of the school's strengths and weaknesses. They are well informed by leaders' reports and by visiting the school. Their management of finances has ensured that the additional staffing levels in Year 5 and Year 6 are sustainable.
- Governors have a good understanding of the progress that pupils make. At curriculum

meetings, they question the progress of different groups of pupils and have opportunities to look at their work.

- However, governors do not question deeply enough the use of the pupil premium funding and the difference this makes. They are aware of disadvantaged pupils' outcomes in broad terms but do not evaluate the effect of each of the actions taken to help pupils to improve. Consequently, they cannot identify which action has had the greatest effect or which action is best value for money.

## Safeguarding

- The arrangements for safeguarding are effective.
- Pupils feel safe in school. They say that this is because staff are approachable and that they care about their welfare. Leaders have ensured that there is a nurturing ethos within the school.
- Leaders have put clear systems in place to report any concerns regarding the safety of pupils. Regular meetings and training ensure that staff are up to date with the most recent regulations. There is a culture of vigilance in the school.
- Pupils are aware of how to keep themselves safe because of the effective teaching that they receive. They clearly understand the precautions that they should take to protect themselves when online, such as not sharing their personal information.

## Quality of teaching, learning and assessment

**Good**

- Actions by leaders have addressed the effect of historically weak teaching. The employment of new staff and the placement of additional staff into upper key stage 2 are having a positive impact on the progress of pupils, particularly in writing. Teachers encourage pupils to think carefully about their vocabulary choices to improve their work. The additional teachers in Year 5 and Year 6 have supported pupils to excel. In all other year groups, pupils make good progress to achieve well in their written work.
- The English leaders have encouraged pupils to read more frequently and have set high benchmarks for their attainment. Pupils have responded well. They complete comprehension activities using an interactive app, charting their own progress against the texts that they have completed. They see this as a challenge and are enthusiastic about reading. They read frequently and with confidence. The most able pupils read fluently. Younger pupils display a fundamental grasp of phonics, which underpins their reading strategies. The result is that pupils progress well in their reading.
- In mathematics, pupils make good progress. This is due to the plentiful opportunities they have to use their reasoning skills to solve problems. Progress in Year 5 and Year 6 is higher than in other year groups due to the additional support that pupils receive for their learning. The work set for some of the most able pupils, including the most able disadvantaged pupils, in other year groups is too similar to that set for other pupils. Teachers do not match work well enough to challenge these pupils to make even greater progress.
- Pupils who speak English as an additional language make good progress from their starting points. They read well and with confidence. Their writing and mathematics

work shows similar progress to that of other pupils of the same ability. This is also true of pupils who have special educational needs (SEN) and/or disabilities. This is because of the effective targeted support that these pupils receive.

- Disadvantaged pupils make similar progress to other pupils. However, some of the less able pupils and some children in the early years do not achieve as well as others due to limited language development. The school has put appropriate support in place by using the pupil premium funding. However, governors are not sufficiently aware of the effect of this support to be able to evaluate its success.
- The design of the curriculum is often based on pupils' suggestions. Pupils show pride in their work, which demonstrates creativity. A whole-school theme about palm oil has inspired pupils to make a difference. Older pupils create videos to send to companies, encouraging them to find a more environmentally friendly alternative. In this way, leaders are raising pupils' aspirations to bring about positive change. However, there is some variation in the quality of teaching in the foundation subjects, particularly in history and science. The work set for the most able, and the most able disadvantaged, pupils does not challenge them enough to improve their subject-specific skills. Middle leaders have identified this as the next step in the development of the curriculum.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have excellent attitudes towards their work which boost the progress that they make. They work with enthusiasm and are eager to learn because of the interesting topics that they study and the excellent relationships that they have with staff.
- Pupils show a clear awareness of the needs of others. They respect others' views and opinions and debate issues, such as arguments for and against segregation, which feed into their English work. They have an excellent understanding of a number of faiths and can reflect well on how religions are similar and how they differ. The school celebrates the diversity of its community as well as celebrating the local cultural heritage through visits to museums and galleries.
- Pupils' needs are met well to develop their confidence and self-esteem. This is also the case for the most vulnerable pupils, who are supported to make sense of their emotions and feelings.
- There is outstanding support for pupils' personal development offered by the learning mentor. She provides understanding and patience to help some of the most vulnerable pupils and families through difficulties in their lives, such as coping with grief and loss. Parents greatly appreciate the support that they receive.
- Pupils understand how to keep themselves healthy and appreciate the wide range of sports activities on offer at the school. They enjoy the opportunities that are available to participate in regular activities throughout the school day and the wide range of competitions with other schools.

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils' impeccable behaviour extends beyond their time in lessons and into the playground. Their conduct around school is excellent. They are polite and well mannered. The parents who responded to Ofsted's online survey, Parent View, had no concerns about the behaviour of pupils.
- Pupils are supported well to manage their own behaviour. They recognise that some of their peers have needs that differ from their own. They say that there is very little poor behaviour displayed in school. Older pupils act as excellent role models for younger children.
- Pupils feel safe from bullying, and records show that instances are rare. This is because staff intervene swiftly to ensure that any unacceptable behaviour is addressed at an early stage.
- Pupils value their education. Attendance is above the national average and persistent absence is low.

### Outcomes for pupils

### Good

- The progress of pupils in mathematics by the end of key stage 2 was low in 2017. Due to the actions of leaders, progress in mathematics has improved across key stage 2. However, the work of the most able, and the most able disadvantaged, pupils does not demonstrate achievement of the highest standards, except in Year 5 and Year 6 where pupils' progress is more pronounced due to the additional support that they have received.
- The work in pupils' books shows that they make at least good progress in their writing across key stage 2. Pupils' work in Year 5 and Year 6 displays an exceptional level of competency. This demonstrates leaders' capacity to use resources from across the federation well to bring about improvements in the school.
- Pupils make good progress in reading across the school. They have opportunities to read a wide range of books, which foster their progress well. Pupils who speak English as an additional language (EAL) are supported effectively to make good progress in their reading. Inspectors heard some of the most able EAL pupils read fluently and expressively.
- The work in pupils' books shows that disadvantaged pupils make similar progress to other pupils of the same ability in their writing and mathematics. However, in their reading some of the less able disadvantaged pupils make slower progress. Staff provide additional sessions on phonics, as well as speech and language support, from an early age to promote pupils' language development.
- In key stage 1, the published results for 2017 show that pupils attained well against age-related expectations. The work in current pupils' books provides the same picture of good progress and attainment. However, in 2017 the attainment of greater depth in reading and mathematics was below that seen nationally.
- The results of the Year 1 phonics check have improved over the last three years to be above the national average.
- Pupils who have SEN and/or disabilities make good progress from their starting points

because of the support that they receive, both academically and in their personal and social development.

- Year 6 pupils are well prepared for the next step in their education. They feel that the homework they receive is preparing them well for the transition to secondary education, and they view this change with 'nervous excitement'.

## Early years provision

**Good**

- The leader for early years draws on extensive experience from across the two federated schools and has a strong grasp on the strengths and weaknesses of the provision. She has been instrumental in ensuring that the proportion of children who achieve a good level of development has been consistently high over the last three years. However, the attainment of disadvantaged children declined in 2017 to be broadly average, and school assessments show that this trend is set to continue this year.
- Children join the school in the early years with skills that are below those typical for their age, with some being well below. Staff ensure that children make good progress from their starting points to achieve well.
- The focused use of the early years pupil premium enables children to progress well in their communication and language development. This is because staff identify children's needs promptly and accurately when they enter the provision. Senior leaders have identified that the next steps in the pursuit of excellence in the early years is to build on this success to challenge a greater proportion of children to exceed the early learning goals for mathematics and reading.
- Children's work shows that they make good progress in all areas of their learning. Children in Reception read their own writing well, applying their phonic skills to read words that they find tricky. Children choose to write and use mathematics as part of their everyday activities. Staff capture children's achievements by including photographs and pieces of work in their individual profiles to celebrate each child's progress. Children clearly value these records and take pride in their work.
- Teaching in the early years is good. Teachers design topics that respond to children's interests, which results in children developing an enthusiasm for learning. Staff skilfully question and prompt children to learn. Consequently, children engage well with adults to become inquisitive learners.
- Children's behaviour shows that they feel safe. They are confident when trying out new and interesting activities. This is because of the care and nurture of adults in the provision. All statutory welfare requirements are met. The start that children receive means that they are well prepared for their move to Year 1.

## School details

Unique reference number	111085
Local authority	Cheshire West and Chester
Inspection number	10045913

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	338
Appropriate authority	The governing body
Chair	Mr Peter Rooney
Headteacher	Mr Mark Allen
Telephone number	01513 551650
Website	<a href="http://www.williamstockton.com/">www.williamstockton.com/</a>
Email address	<a href="mailto:admin@williamstockton.cheshire.sch.uk">admin@williamstockton.cheshire.sch.uk</a>
Date of previous inspection	17–18 June 2014

## Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who have SEN and/or disabilities is in line with the national average. The percentage of pupils with a statement of special education needs or an education, health and care plan is below the national average.
- The proportion of pupils eligible for free school meals is double the national average.
- The large majority of pupils are from a White British heritage. The proportion who speak English as an additional language is broadly average.
- The school is federated with another local school, with an executive headteacher who oversees both schools.
- There has been a significant mobility of staff between the two federated schools. Additionally, seven new staff were appointed to the school at the start of the 2017/18 academic year, including three newly qualified teachers.



## Information about this inspection

- Inspectors observed teaching and learning in each class, including joint observations with the senior leaders. They examined a range of pupils' work in mathematics, writing and from across the curriculum.
- Inspectors listened to pupils from all year groups read, both individually and as part of classroom activities. They spoke with pupils formally in groups and informally around the school.
- Inspectors observed pupils' behaviour during lessons, at lunchtimes and when pupils were moving around the school.
- Inspectors took account of the views of 20 parents who responded to Ofsted's online survey, Parent View. They also took account of responses from five staff who completed the staff survey.
- Meetings were held with governors, senior leaders, middle leaders and curriculum teams.
- Inspectors considered a range of documentation, such as the school's evaluation of its own performance including its areas for development. They also looked at attendance and behaviour records.
- Inspectors reviewed safeguarding documentation, considered how this related to daily practice, and spoke with staff and pupils.

## Inspection team

Steve Bentham, lead inspector

Her Majesty's Inspector

Julie Bather

Ofsted Inspector

Barbara Harrold

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 2018