

Inspection of a good school: Stockton-on-the-Forest Primary School

The Village, Stockton-on-the-Forest, York, North Yorkshire YO32 9UP

Inspection date: 11 May 2023

Outcome

Stockton-on-the-Forest Primary School continues to be a good school.

What is it like to attend this school?

Stockton-on-the-Forest Primary School is at the heart of its local community. Leaders have created a friendly and welcoming place for pupils to live out the school's ethos: 'happy, healthy, learning for life and caring for all'. Parents and carers value the family feel of the school. They receive regular communication from leaders, which keeps them informed about what is going on. Many parents who provided feedback to inspectors commented positively about both the academic and pastoral support their child benefits from. This helps pupils to learn and develop friendships at school. New pupils settle quickly and enjoy coming to school.

Leaders have high expectations of pupils' behaviour. Pupils know what is expected of them. Pupils are polite and courteous. They conduct themselves well in lessons and when moving around the school. At breaktimes, pupils play well with those in different year groups. Older pupils are positive role models to others.

Incidents of bullying are rare. Leaders regularly analyse patterns of behaviour and are alert to any potential escalation of incidents that may constitute bullying. Pupils are confident that if they had a concern, an adult would quickly deal with it.

What does the school do well and what does it need to do better?

Leaders have implemented an ambitious and engaging curriculum for all pupils. They have sequenced the knowledge and skills that pupils should learn well. This helps pupils to deepen their understanding of concepts as they progress through the school. Subject leaders have been empowered to lead and improve the subjects they are responsible for. They have identified ways in which subjects can be developed further. For example, the mathematics leader is developing ways in which pupils record written calculations to support their working out. Leaders are in a strong position to develop the curriculum further.

Leaders have identified the important knowledge that pupils need to learn. Teachers regularly check what pupils have remembered. They provide pupils with regular opportunities to recap prior learning. For example, in mathematics, using four operation sessions, known as UFO sessions, at the beginning of lessons supports pupils to master mathematical calculations. Teachers ensure that there is a clear focus on pupils developing fluency in their use of number. In Reception, children have frequent opportunities to learn to recognise a small number of objects without needing to count them. This helps them to build confidence in their use of early mathematics. Children are well prepared for moving into Year 1.

Pupils engage well in phonics activities. Leaders have implemented a consistent approach to teaching phonics in the school. Children in Reception learn the sounds that letters make from the very start of their time in school. Pupils use the phonic strategies they know to break down unfamiliar words into their individual sounds. They learn to read with increasing fluency and accuracy. Pupils enjoy reading. As they progress through the school, they read a range of challenging texts with confidence and enjoyment.

Teachers' strong subject knowledge supports them to provide clear explanations to pupils. They provide examples for pupils to practise and rehearse new skills. Pupils build their skills sequentially. For example, in a computing lesson during the inspection, pupils developed a simple code by first understanding the terms 'condition', 'selection' and 'outcome'. Pupils became increasingly proficient in learning how each of these elements interrelate to design a task for the computer to complete.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Clear and established processes are used to identify and address pupils' needs quickly. Leaders have trained teachers and support staff to meet the needs of pupils with SEND effectively. Teachers break learning down into appropriately small steps for pupils to master.

Governors led the school decisively through the period of the pandemic while recruiting a new headteacher. They provide appropriate challenge and support to leaders. Leaders, including governors, are united in their ambition to provide the very best quality of education for all pupils. They have an accurate view of the school. For example, leaders have rightly identified that outdoor provision in the early years needs to be improved to reflect the school's curriculum vision. They recognise that this will enhance the learning opportunities for children in Reception.

Pupils know about different faiths and beliefs. Through a project with a charity organisation, pupils have learned about other places in the world. They have raised money for, and sent books to, a school in Kenya. Leaders have implemented a personal, social and health education curriculum. In these lessons, pupils learn about topics such as diversity and fundamental British values. Pupils benefit from some opportunities to support their development beyond the academic curriculum. These include participating in sports clubs and being a school council representative. Leaders acknowledge that this aspect of the school's work is not as well established as they want it to be.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training to support them to identify pupils who may be at risk of harm or abuse. This includes weekly safeguarding briefings and updates. Leaders ensure that safeguarding has a high profile in the school. Staff use well-established processes to report concerns about pupils' welfare. Staff know that it is important to record all concerns, no matter how small.

Leaders have identified risks that pupils may encounter outside of school, such as playing at the park. Pupils are taught how to keep themselves safe. They know that it is important to go to a trusted adult if a stranger speaks to them, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In Reception, the outdoor environment does not reflect leaders' ambition for the curriculum. There are missed opportunities to deepen children's learning. Leaders should continue to improve the outdoor area in order to maximise children's learning opportunities.
- Opportunities to support pupils' personal development beyond the academic curriculum are not fully realised. Some pupils do not benefit as much as they could from opportunities to enhance their broader development. Leaders should continue to implement a coherently planned programme to support pupils' broader development.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	121360
Local authority	York
Inspection number	10269195
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	Local authority
Chair of governing body	Oliver Nash
Headteacher	Lorraine Atkinson
Website	www.stocktonprimary.co.uk
Date of previous inspection	8 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a smaller-than-average primary school.
- The headteacher started in her post in April 2020.
- The school uses two Ofsted-registered and one unregistered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to school leaders about their work to develop the school.
- The curriculum was evaluated through conducting deep dives in early reading, mathematics and computing. Inspectors spoke to leaders, visited lessons and reviewed pupils' work. They spoke to staff and pupils separately.
- An inspector spoke to some parents at the beginning of the school day. In addition, the views of parents were considered in their responses to Ofsted's survey, Parent View. Responses to pupil and staff surveys were also reviewed.

- An inspector spoke to a leader from the unregistered alternative provision on the telephone.
- An inspector met with members of the governing body to discuss their work.
- A meeting was held between an inspector and a representative from the local authority.
- Inspectors observed pupils at break and lunchtimes.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

Jen Sloan

His Majesty's Inspector

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