

# Inspection of a good school: Stokes Wood Primary School

Blackett Avenue, Leicester, Leicestershire LE3 9BX

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Inspection dates: 27 and 28 June 2023

## Outcome

Stokes Wood Primary School continues to be a good school.

## What is it like to attend this school?

Stokes Wood Primary is a caring and inclusive school where pupils are happy and keen to attend. They say they enjoy lessons because 'we learn a lot'. The school's motto, 'What we do today, matters tomorrow', underpins its focus on developing pupils' character and attitudes. Pupils work hard on their '6 Rs' of resilience, readiness, responsibility, reflectiveness, risk-taking and resourcefulness.

Teachers have high expectations of behaviour. Pupils respond well to these expectations. Classrooms are calm and purposeful. Pupils say that bullying does not happen very often at this school. They say that if it does happen, teachers deal with it well. Pupils are respectful of each other's differences. They say that everyone is treated equally. One pupil summed up the views of many, saying, 'There are no outsiders here.'

Pupils, including pupils with special educational needs and disabilities (SEND), appreciate and enjoy the wide range of activities on offer. Year 3 pupils are looking forward to their upcoming camping experience. Pupils have the chance to take on extra responsibilities, such as being members of the school council. The choir sings at a local care home and pupils raise money for charity. There are close links with local universities.

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

Leaders have constructed a curriculum that is ambitious for all pupils. They prioritise the teaching of vocabulary in every subject. Leaders have thought carefully about the order in which pupils learn new knowledge, from the early years through to Year 6. In a few subjects, the precise knowledge that pupils need to know and remember has not been fully identified.

Senior leaders ensure that subject leaders receive training to improve their subjects. However, in some subjects, subject leaders do not check closely enough on how well teachers implement the curriculum. This limits the ability of these subject leaders to improve the provision in their area of responsibility.

Teachers use their strong subject knowledge to plan engaging tasks. At the start of lessons, pupils revisit earlier content they have learned. Teachers present new ideas and vocabulary in ways that help pupils know and remember more over time. Pupils use technical vocabulary related to specific subjects well. When learning about materials in science, Year 2 pupils use terms such as 'rigid' and 'flexible' with accuracy and confidence. Year 5 pupils consider how humans change as they age. They use their knowledge to discuss and compare the gestation periods of mammals.

Leaders place the importance of learning to read and the enjoyment of books at the heart of the curriculum. They ensure that pupils learn to read as soon as they start at the school. All staff have been trained to be expert at teaching phonics. There is a consistent approach across the school. Staff spot when pupils fall behind. These pupils receive extra support to catch up. If pupils enter the school with little spoken English, teachers provide rapid support to help them communicate and read. Leaders choose well-known classics and books that reflect pupils' backgrounds and experiences. Pupils enjoy hearing their teachers read to them every day. Pupils say they love to read.

Leaders make sure that teachers and other adults understand the needs of pupils with SEND. Pupils with SEND get excellent support, both in the specialist unit and in mainstream classes. Parents and carers of these children speak positively about the progress their children make and the care they receive.

Children in the early years get off to a good start. Staff establish clear routines so that children settle well. Learning to read is a priority. Staff carefully plan and model activities that encourage children to develop their language and communication skills. Early mathematics is well taught. Children work well independently and with others. They are well prepared for Year 1.

Leaders have thought carefully about how to make sure that pupils are ready for the wider world. Pupils appreciate the importance of equality and diversity. They learn about healthy relationships and different faiths and cultures. They also learn to look after their health, with many completing the 'Daily Mile'. Pupils confidently discuss British values and relate these to their own lives. Relationships between pupils and staff are strong.

Governors and staff share leaders' ambitions for all pupils. Staff appreciate leaders' consideration of their workload and well-being. Parents are happy with the school. Typically, one commented, 'My child thrives at this school and is well supported.'

## **Safeguarding**

The arrangements for safeguarding are effective.

The culture for safeguarding is strong. Leaders make sure that staff training is kept up to date. Staff recognise the signs of potential harm and know the procedures for reporting any concerns. Leaders respond swiftly and appropriately to these concerns. The governing body works with the school to ensure that safeguarding duties are carried out diligently.

Pupils feel safe. They learn how to keep themselves safe online and when out in the community. If worried, pupils know there is a trusted adult they can talk to.

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

### **(Information for the school and appropriate authority)**

- In a few foundation subjects, leaders have not identified the precise knowledge that pupils need to know and remember. Consequently, teachers cannot check on what pupils have learned as well as they could. Leaders need to ensure that the key knowledge is identified in all subjects so that teachers can check on what pupils understand and can remember.
- In some foundation subjects, leaders do not monitor how well teachers implement the curriculums. When this is the case, the quality of pupils' learning can vary. Senior leaders should make sure that subject leaders have the time to check precisely how the intended curriculum is being implemented and that it is having the maximum impact.

## **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 November 2013.

## **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

<b>Unique reference number</b>	120038
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10298403
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	479
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nilesh Makwana
<b>Headteacher</b>	Jane Gadsby
<b>Website</b>	<a href="http://www.stokeswood.leicester.sch.uk">www.stokeswood.leicester.sch.uk</a>
<b>Date of previous inspection</b>	22 May 2018, under section 8 of the Education Act 2005

## Information about this school

- This school has a nursery that caters for three-year-old children.
- The school has a specially resourced provision for pupils with autism spectrum disorder that caters for 11 pupils.
- The school uses the services of one unregistered alternative provider.
- There is a before- and after-school club managed by the school.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and the leader for provision for pupils with SEND. She also met with curriculum leaders, teachers and other staff members.
- The inspector met with three members of the governing body, including the chair.
- The inspector spoke to a representative of the local authority.

- The inspector carried out deep dives in the following subjects: early reading, science and geography. For each deep dive, the inspector visited lessons, discussed the curriculum with leaders, reviewed pupils' work, and spoke with pupils and teachers about the learning.
- The inspector listened to some pupils from the Reception Year and Years 1, 2 and 3 read to a familiar adult.
- During the inspection, the inspector met with a group of pupils to discuss their views about the school. The inspector spoke to other pupils informally during social times.
- A wide range of documents were scrutinised, including those relating to safeguarding, attendance and behaviour. The inspector scrutinised the school's single central record.
- The inspector reviewed responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. The inspector spoke to parents at the end of the school day. Responses to Ofsted's questionnaires for pupils and staff were also considered.

### **Inspection team**

Joanne Sanchez-Thompson, lead inspector    Ofsted Inspector

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