



# Stockingford Infant School

## Inspection Report

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**Unique Reference Number** 125543  
**LEA** Warwickshire  
**Inspection number** 281956  
**Inspection dates** 14 September 2005 to 15 September 2005  
**Reporting inspector** Clive Kempton HMI

This inspection was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Infant	<b>School address</b>	Grove Road
<b>School category</b>	Community		Stockingford
<b>Age range of pupils</b>	4 to 7		Nuneaton, Warwickshire CV10 8JY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02476 382277
<b>Number on roll</b>	369	<b>Fax number</b>	02476 382277
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Rhodes
<b>Date of previous inspection</b>	11 October 1999	<b>Headteacher</b>	Ms Gwyneth Evans

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## Introduction

The inspection was carried out by three of Her Majesty's Inspectors of schools over a two day period in the second week of the autumn term 2005. Stockingford Infant School was one of the first schools to be inspected under the new short notice system of inspections.

## Description of the school

Stockingford Community Infant School is a very large infant school serving a close-knit community on the western fringe of Nuneaton. The proportion of pupils entitled to receive free school meals is broadly in line with the national average. Few pupils are from minority ethnic groups, reflecting the make up of the neighbourhood and only one child speaks English as an additional language.

The number of pupils with learning difficulties and disabilities is above average. The school hosts a Speech and Language Resource Base offering 10 places for pupils with specific language disorders. It has achieved Investors in People status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school where pupils make good progress. They get off to a flying start in the Foundation Stage where the outstanding provision ensures that the children settle quickly and achieve very well at the start of the term. Teaching and learning are consistently good throughout the school. A lively, attractive and welcoming atmosphere is created for all visitors.

The school is well led and managed and has a good capacity to improve further. Parents think that the school is good too, and feel they can approach the school with any concerns. The school is aware of its strengths and also of its weaknesses such as in writing, the marking of pupils' work, and attendance. It has proved since the last inspection in 1999 that it can successfully implement change. Pupils' personal development is good. They enjoy coming to school and grow in confidence as they progress through the school. The school cares about all its pupils and makes sure that every child gets the individual support they need to make progress. The staff are all committed to constant improvement and work hard for the children. The school offers good value for money.

### **What the school should do to improve further**

- In order to get even better the school should:
- improve the pupils' writing and presentation of work throughout the school and create more opportunities for pupils to write for a purpose
- improve the teachers' marking of work so that all pupils know how they can improve
- improve the attendance of pupils and make sure parents are aware of the impact of poor attendance on standards.

## **Achievement and standards**

### **Grade: 2**

When children enter school many do not have the skills and knowledge typical of four and five year olds. They make good progress across the Foundation Stage because of the good teaching they receive and the wide range of strategies used to help children with different abilities. Pupils make good progress in Years 1 and 2, particularly in reading. National test results in reading, writing and mathematics were broadly average in 2004. The latest results are better in writing and reading, especially in the number of pupils who reached the higher levels. However, results still fell short of the very challenging targets the school had set itself. Targets in the future will be more realistic because they will be based on more accurate information about the capability of children when they start their education.

Pupils do not make such good progress in writing, especially in Year 1. The standard of writing and presentation inspectors saw in lessons and in exercise books could be better. Examples of good achievement were seen in art, personal, social and health education, geography, history and music. For example, in a Year 1 art lesson, pupils

were looking at buildings in Stockingford and comparing these with the architecture of Gaudi. Pupils are very competent at using computers to help them in their work.

Pupils with learning difficulties and disabilities and speech and language difficulties make good progress because of the high quality support they are given. The progress these pupils are making, whatever their ability, is carefully measured and extra help is given to pupils who are falling behind or not achieving as much as they could.

## **Personal development and well-being**

### **Grade: 2**

As a result of the caring atmosphere of the school, and the good example set by all staff, pupils develop a strong sense of social and moral awareness. They are taught the difference between right and wrong and to treat adults and other children with respect. High quality artwork, musical activities and an artist in residence add greatly to pupils' cultural development. Their understanding of other cultures is less well developed. Spiritual development is strong in the Foundation Stage where children are given time to reflect on the changes happening in their lives.

The attitudes of pupils are positive. They are proud of their school and look smart in their uniform. They feel safe and secure, enjoy their lessons and are keen to participate and answer questions. They behave very well, apart from rare examples of disruptive behaviour by individuals, which are skilfully dealt with by teachers and teaching assistants.

Attendance was below the national average at the time of the previous inspection and is still slightly below. Although successful action has been taken to reduce lateness, not enough has been done to tackle absence with a small number of pupils and this has a negative effect on their achievement.

Pupils know how to keep themselves safe and healthy. They understand the five fruit and vegetables a day message, and know why they should brush their teeth regularly and not eat too many sweets. The school has achieved the National Healthy Schools Silver award and is now aiming for Gold. Year 2 pupils have the opportunity to take part in the Primary Young Enterprise scheme and this provides a useful introduction to the world of business and managing money.

Pupils are made aware of their responsibilities in the local and wider community through a variety of activities, including raising money for charity, taking part in the local arts festival and marking the Tsunami disaster in a combined service with the junior school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good, so pupils make good progress in lessons. Planning is thorough. Teachers plan together and this ensures that pupils in similar classes have the same opportunities. All pupils are encouraged to try hard and think more deeply about their

work. Lessons are interesting and enjoyable. In the Foundation Stage, a teddy bears' picnic was used to help pupils new to the school count to 11 with confidence. Pupils' work is frequently marked but teachers' written comments do not always tell them how to improve their work. Support staff are effective in helping pupils understand their work. Individual education plans are well written so that all staff know how to help pupils make good progress. The specially qualified staff know the pupils well and this makes sure that every pupil does their best and joins in fully. Relationships in classes are good both between staff and pupils and amongst the pupils. The arrangements for induction, ongoing training and performance management of teachers are effective.

## **Curriculum and other activities**

### **Grade: 2**

Creative use is made of lesson time. In Key Stage 1, subjects such as history and art are taught every afternoon for a week. This allows pupils to study a subject in greater detail and become more involved in their learning. The reorganisation of the Foundation Stage classes into areas of learning has caught children's imaginations. They are encouraged to be more independent because they have to go to a different classroom each day. Across the school, pupils do not spend enough time writing about what they have done in lessons.

## **Care, guidance and support**

### **Grade: 1**

The team spirit which pervades the whole staff in the school and the playground and clear procedures, ensure high standards of pupils' safety and welfare. For example, the organised play activities at lunchtime, develop pupils' personal and social skills very well. Procedures for child protection meet statutory requirements. Pupils feel safe and secure to share their concerns with all staff in the school. Guidance for learning and the checking of pupils' progress is kept under close review, but written comments in pupils' books are not sufficiently clear to tell them how to get better. There are regular meetings with parents to check that pupils stay on track and make good progress.

## **Leadership and management**

### **Grade: 2**

The overall quality of leadership and management is good. The headteacher leads the school well and by good self-evaluation has a thorough understanding of its strengths and weaknesses. She has worked very well with staff to transform the Foundation Stage to make it an exciting strength of the school. Monitoring of teaching is regular and inspectors agree with the school's judgements about it. Other issues have been identified for further whole school development, such as improving writing and allowing pupils to make more decisions about improvements in the school. These issues have not been followed through as forcefully.

The senior leadership team are effective, supportive, and are developing their ability to evaluate the school's strengths and areas for further development. They are not always confident enough to use the valuable range of data available to them for accurate self-evaluation.

The school improvement plan is detailed. Inspectors agree with the issues that the school has identified for development. The plan is not as sharply focused as it could be to help the senior staff and governors measure how well they are meeting their targets. The governors are an active body who support and challenge the school well and ensure that the school meets legal requirements. Representatives from the local community are very positive about the contacts they have with the school and by monitoring their own initiatives contribute to whole school self-evaluation. They are unanimous in their agreement that the school welcomes all visitors warmly and that the staff are committed to making links with other agencies for the benefit of the pupils.

Teaching resources are deployed efficiently. The budget is in surplus, but there are plans to use this for additional staffing. The management is always trying to improve the accommodation. It has developed good plans for replacing temporary classrooms and linking buildings together.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Stockingford Community Infant School Grove Road Stockingford Nuneaton Warwickshire CV10 8JY

15 September 2005

Dear Children,

Thank you for letting us visit your school. We enjoyed talking to you and your teachers and watching you learn. We thought you would like to know what we liked about your school and how we thought it could get even better.

**What we liked about your school**

You made us all feel very welcome in your school and greeted us with a friendly smile.

You all looked very smart in your school uniform.

You are all learning to read very well.

You all behave very well around the school. You play nicely with your friends and the grown-ups at lunchtime and speak very politely to your teachers and visitors.

Your teachers and teaching assistants work very hard to make sure that you all get the right sort of help you need to help you learn.

Your headteacher runs the school well.

Your parents and carers are right in thinking that you go to a good school.

**What we have asked your school to do now to make it even better**

You must all try harder with your writing so it is as good as your reading.

When you have done a piece of work we have asked your teachers to write in your books how you could make it even better.

A few of you are away from school too much and get behind with your work.

Yours sincerely

Clive Kempton Her Majesty's Inspector of Schools