



Stockton Primary School

Inspection Report

Unique Reference Number 125523
Local Authority Warwickshire
Inspection number 293286
Inspection date 5 February 2007
Reporting inspector Mike Capper

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

Type of school	Primary	School address	School Street
School category	Community		Stockton
Age range of pupils	4-11		Southam CV47 8JE
Gender of pupils	Mixed	Telephone number	01926 812483
Number on roll (school)	102	Fax number	01926 811441
Appropriate authority	The governing body	Chair	Karen Boucher
		Headteacher	Phyllis King
Date of previous school inspection	7 October 2002		

Age group 4-11	Inspection date 5 February 2007	Inspection number 293286
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most pupils come from the local village. The number of pupils identified as having learning difficulties or disabilities is above average. These pupils have a very diverse range of needs. Children's attainment when they start school in the Reception class varies from year to year and overall is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that is improving under the good leadership of senior managers. Recent intensive support through a national leadership programme has helped them to develop good systems for checking how well the school is doing. Consequently, they now have a clear picture of what is going well and what needs improving. They are taking effective action to deal with weaknesses. There have been many positive initiatives recently, including a focus on improving writing skills and the introduction of a more structured approach to how letter sounds are taught. These developments are having a good effect on learning. Standards by the end of Year 6 are rising and are now broadly average, although test results continue to be slightly lower in mathematics than in English or science.

Satisfactory teaching means that pupils' achievement from their different starting points is satisfactory. Provision for children in the Reception Year is satisfactory. By the end of the year, most children are working at the levels expected for their age. Throughout the school, teachers get on well with pupils and they have good expectations of behaviour. They plan carefully for lessons but do not always pitch work at the right level for all pupils, sometimes slowing the pace of learning, especially for the more able in mathematics. Teaching is most effective in Years 5 and 6 because teachers generally have higher expectations of what pupils should do in these classes. The school is particularly successful at meeting the needs of pupils with learning difficulties or disabilities. Provision for these pupils is well managed, and skilled teaching assistants play a vital part in helping them make good progress. Care, guidance and support for pupils are satisfactory, with particular strengths in the pastoral aspects. Teachers assess learning conscientiously but do not yet use marking and target setting consistently to help pupils understand how they can improve. The school has begun to accumulate a wealth of data to track pupils' progress. The headteacher and subject leaders use this information well to see where improvement is needed from year to year. They have rightly identified that they now need to make even more use of this data to check whether all pupils are doing well enough from term to term so that any minor dips in progress can be dealt with as soon as they arise.

There are good links with parents. They are right in their fulsome praise of the way that teachers provide individual support for their children and ensure that personal development is good. One parent summed up their views, 'There is a real sense of community in the school and adults are approachable and sympathetic.' As a result, pupils enjoy school, have good attitudes towards learning and behave well. There is a good curriculum and learning is enhanced further by a good range of activities outside lessons. As one pupil said, 'There is always something exciting going on in our school!'

What the school should do to improve further

- Ensure that teaching always provides enough challenge for more able pupils, especially in mathematics.
- Use marking and target setting more consistently to help pupils understand what they need to do to improve their work.

- Make more use of information about how well pupils are doing to identify and tackle any underachievement as soon as it arises.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. In the Reception Year, children make satisfactory progress. By the end of the year, standards are similar to those found nationally. Pupils continue to make steady progress from their different starting points in Years 1 to 4, although progress picks up in Years 5 to 6, where teaching is best. Standards have been rising in the last two years and are now broadly average in Year 6, although there is some variation from year to year due to the number of pupils with learning difficulties or disabilities in some year groups. Throughout the school, pupils generally do less well in mathematics than in other subjects. In mathematics, too few pupils reach the higher levels. This is because there is not always enough challenge for more able pupils, slowing the pace at which they improve their skills. In contrast, pupils with learning difficulties or disabilities are supported especially well and make good progress.

Personal development and well-being

Grade: 2

Pupils' enjoyment of school is clearly evident in their smiling, friendly faces and their good attendance. Pupils listen carefully to the teachers and try hard. These positive attitudes support their learning well. Children in the Reception class gain confidence quickly. By Year 6, pupils have good self-esteem. They can articulate their views and beliefs clearly, although they are rarely able to review how well they are doing and to agree some targets for improvement.

Pupils' spiritual, moral, social and cultural development is good. They take responsibility well and are kind and considerate. They help others by remembering to hold doors open and by sorting out playground arguments amicably. Pupils are good at reflecting on moral issues. For example, during an assembly about a 'make-over', they demonstrated a good understanding of the superficiality of appearances and the value of qualities such as being caring and kind. Pupils make a good contribution to the community through the school council and taking part in local events such as contributing their ideas to the parish plan.

Pupils have a good understanding of how to stay safe and healthy. Most are keen to be involved in active playtime games and sports clubs. They eat and drink healthily and describe the benefits with comments such as 'milk helps you to think better' and 'apples give you vitamins that are good for you'. Pupils develop sound basic skills that prepare them satisfactorily for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

All members of staff form good relationships with the pupils and provide purposeful activities in lessons. As a result, they engage the pupils' interest well and manage behaviour effectively. Teaching assistants provide valuable support, particularly for pupils with learning difficulties or disabilities, so that they can be fully involved in lessons and learn quickly. In the Reception Year, adults use praise well to build the children's confidence. Teachers do not consistently provide enough challenge for more able pupils, especially in mathematics. This is less evident in Years 5 and 6 than in other year groups, because expectations are generally higher in these classes and pupils are more motivated to learn. Teachers mark work frequently, although this does not always show how pupils can improve. Where marking is good, such as in Years 1 and 2, it is appreciated by the pupils. As one Year 2 pupil said, 'They keep putting comments on until we do it right.'

Curriculum and other activities

Grade: 2

The curriculum for children in the Reception class is satisfactory. Adults plan an imaginative range of activities, although a lack of space makes it difficult for children to have access to a wide range of choices. In Years 1 to 6, a varied and relevant curriculum interests pupils well. Good links are made between different subjects, and work is purposeful. Senior leaders make good use of assessment information to identify aspects of the curriculum that need to be promoted more effectively. Weaknesses in reading prompted the development of a sharper focus on teaching letter sounds. This is already improving the pupils' knowledge and confidence and raising standards in reading. Pupils like being able to learn French because 'it helps us when we go to secondary school'. A good range of additional activities such as clubs, visits and visitors extend the pupils' skills well. These activities broaden pupils' experiences and add to their enjoyment of school.

Care, guidance and support

Grade: 3

Good pastoral care enables pupils to behave well and feel secure. There are well-established systems for ensuring that the pupils stay safe and healthy. When necessary, the school works very closely with outside agencies to safeguard pupils' well-being. Members of staff understand the pupils' personal needs well. As a result, any worries are followed up quickly. Parents are confident about the care provided. As one said, 'members of staff are friendly and approachable and any concerns I may have are always dealt with swiftly.'

Support and guidance for pupils' academic development is satisfactory. Pupils with learning difficulties or disabilities are identified quickly and supported well, enabling

them to make quick progress towards their individual targets. The guidance for other pupils is not yet consistent enough. As a result, pupils are not always clear about how they can improve their work.

Leadership and management

Grade: 2

Senior managers are hardworking and enthusiastic and they work well as a team. Over the last two years, they have strengthened their systems for finding out how well the school is doing and these are now good. They are using this information well to drive the school forward. A good example of this is the way that they have vigorously tackled concerns about pupils' progress in reading, helping to ensure that skills are being developed much more quickly than in the past. These recent developments are helping to raise standards, demonstrating the school's good capacity for further improvement. Senior managers make good use of test data to analyse pupils' progress at the end of each year so that they can identify what needs to be improved. They have rightly identified that they now need to make even more use of their systems for tracking progress so that they can be sure that all pupils are doing well enough from term to term. Governance is satisfactory. Governors are kept well informed and they have begun to do more to check on the school's work for themselves. Good use is made of available funding, and resources are deployed effectively to support learning. Senior managers and governors have placed a high priority on employing a high number of support staff. This is helping to raise standards, especially for pupils with learning difficulties or disabilities.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. At the moment, your school is providing a satisfactory education and your headteacher and other members of staff are successfully helping it to improve. This means that we found some good things in the school but also a few areas that need improving.

Some of the things we found out about your school:

- You make steady progress as you move through the school. We think you do especially well in Years 5 and 6 where there is some particularly good teaching.
- Your behaviour is good. We are very pleased that you enjoy school so much.
- All adults in school are very kind and caring and they give you good support when you find work difficult.
- You have a well-organised school council and this help you to take responsibility.
- Teachers plan lots of interesting things for you to do both in and out of lessons.
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now:

- Help you to do even better in mathematics, particularly if you are quick to learn in this subject, by making sure that your work is always hard enough.
- Help you to get a better understanding of how you can improve your work.
- Use information about how well you are learning to check that you are all doing well enough from term to term.

We thoroughly enjoyed talking with you about your work and watching you learn. We wish you all well for the future. We hope you continue to help your teachers by working hard and trying your best.