

Stoneydelph Primary School

Inspection report

Unique Reference Number	124179
Local Authority	Staffordshire
Inspection number	301303
Inspection dates	22–23 May 2007
Reporting inspector	Doris Bell

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	3–11
Gender of pupils	Mixed
Number on roll	
School	359
Appropriate authority	The governing body
Chair	Vacant Position
Headteacher	Angela Mulligan
Date of previous school inspection	24 March 2003
School address	Crowden Road Wilnecote Tamworth B77 4LS
Telephone number	01827 896666
Fax number	01827 331998

Age group	3–11
Inspection dates	22–23 May 2007
Inspection number	301303

© 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 three Additional Inspectors.

Description of the school

In this large school, attainment on entry is below that expected for children's ages but it is better than in previous years. The proportion of pupils with learning difficulties and disabilities (LDD) is greater than in other schools, as is the proportion of pupils eligible for free school meals. There are no pupils for whom English is an additional language and very few from minority ethnic backgrounds. The school has the Investor in People Award, the Healthy Schools Award, the Inclusion Quality Mark, the Basic Skills Quality Mark and the Football Association Charter Standard for schools. A unit for hearing impaired pupils operates on the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education for its pupils. Achievement is satisfactory and standards are broadly average. Well considered initiatives, planned within a good curriculum, are accelerating pupils' learning and have already led to better progress in Years 2 and 6, especially in writing. These initiatives have not yet been fully taken up in other years. Literacy, numeracy and information and communication technology (ICT) skills are promoted well in all subjects. Provision and progress are good in the Foundation Stage and standards are as expected for the end of the Reception year. Good provision for pupils with LDD ensures that they and pupils from the attached hearing impaired unit are fully integrated into the life of the school. The quality of teaching is satisfactory. It is improving as a result of rigorous monitoring and evaluation. Much good teaching was observed during the inspection and a small amount was outstanding. The joint planning between teachers in each year group provides consistency in what is taught. The school is working hard to achieve the same consistency in the quality of teaching within lessons but it still has some way to go to do this. Consequently, progress is uneven and more able pupils do not always do as well as they could. The strong emphasis on 'building learning power' is beginning to resolve the situation. Because of it, teachers are planning better for individual pupils and pupils have a good understanding of how to assess and improve their own learning.

Good care, guidance and support contribute greatly to pupils' good personal development and well-being. Pupils behave well, enjoy learning and have a good understanding of how to keep themselves safe, fit and healthy. Despite the school's best efforts, attendance is below average because a small number of parents do not ensure their pupils attend school regularly. This has a negative effect on their children's progress.

Leadership and management are satisfactory with several good features emerging that are leading to improvement. The restructuring of management responsibilities has given staff key roles in securing sustainable improvement in the future. They fulfil these roles well. The school's own evaluation of its effectiveness is accurate and its priorities are right. The strong sense of teamwork and shared responsibility now evident in the school, and the positive effect these are beginning to have on teaching and learning, gives the school good capacity for further improvement.

What the school should do to improve further

- Eliminate the remaining inconsistencies in teaching and learning and ensure that all pupils, especially the more able, always achieve as well as they can.
- Spread throughout the school the good practice that has successfully improved pupils' progress in writing in Years 2 and 6.
- Explore every avenue possible with pupils, parents and outside agencies to improve attendance. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children make good progress in the Foundation Stage. Most are on course to reach the nationally expected standards for the end of Reception. Achievement is satisfactory in the rest of the

school. However, pupils' progress is improving, especially in writing, because of improvements in teaching and the curriculum. This is particularly evident in Years 2 and 6. There are emerging signs of better progress in other year groups too, but it is not yet continuous throughout the school. More able pupils do not always do as well as they could. However, the good tracking of their progress and the effective use of individual targets for English and mathematics are beginning to make an impact here too. A few pupils capable of making satisfactory or even good progress do not do so because they do not attend school regularly enough.

Standards are broadly average in Year 2 and Year 6. In both year groups, standards, especially in writing, are better than those reached by pupils in 2006. Last year, the school met its targets for English and mathematics at the expected level but not at the higher level. It has worked very hard to reach the more challenging targets it set for this year. Most pupils use the basic skills of literacy, numeracy and ICT well in other subjects, which assists their overall progress.

Personal development and well-being

Grade: 2

The underdeveloped social skills with which children start school improve rapidly in the Foundation Stage as they build good relationships with each other and with adults. Children quickly learn to listen, share, take turns and contribute to their own learning. Pupils throughout the school behave well. They confidently say, 'Teachers always help us' and 'We all include and help each other'. They are friendly and polite, enjoy school and have a good sense of their own self-worth. Spiritual, moral, social and cultural development is good.

Pupils eagerly accept responsibility as peer mediators, monitors and class and school councillors. They are proud to have contributed to healthy eating initiatives, improving lunchtimes and fund raising for charity. They have a good awareness of environmental issues and a good understanding of the dangers of smoking, drug abuse and alcohol. This and their sound achievement in basic skills ensure they are satisfactorily prepared for the future. However, attendance is below average. A small number of pupils miss out on learning and personal development because their parents do not send them to school regularly enough.

Quality of provision

Teaching and learning

Grade: 3

Teaching is consistently good in the Foundation Stage and the whole-school approach to planning is improving teaching and learning in all age groups. Teachers and pupils know what makes good teaching and good learning and what prevents these things happening. Learning objectives are clearly understood, marking is good, pupils' targets are well focused and, with their teacher's help, pupils' perceptively assess their own and others' learning. This was exemplified well in a Year 2 lesson where pupils successfully improved the teacher's piece of writing and then, using their word, 'up-levelled' a piece of their own writing. Teachers make good use of ICT, creating exciting opportunities which effectively support and greatly enhance pupils' learning.

Good account is taken of the targets set for pupils with LDD. Well-briefed teaching assistants support these and other pupils effectively. However, in a few lessons, activities provide insufficient challenge for the more able pupils. Sometimes pupils have to sit for too long listening to the teacher. This prevents more able pupils from moving ahead faster, and causes

less able pupils to become restless and lose interest. The increasingly good attention to individual pupils' needs is beginning to address these issues. However, more remains to be done to achieve consistency throughout the school.

Curriculum and other activities

Grade: 2

The well-planned curriculum, which includes good provision for personal, social and health education, and for pupils with LDD, promotes sound learning and good personal development. Rich experiences in all areas of learning in the Foundation Stage help children to overcome their underdeveloped language and social skills. Elsewhere, good links between subjects ensure that basic skills are promoted as much as possible. The curriculum does not lead to the needs of more able pupils being met in every lesson. However, real-life, practical experiences stimulate all pupils' interest and enjoyment in mathematics, science and ICT, also enriching pupils' writing and increasing their confidence to write at length. A good range of visits, visitors and well-attended extra-curricular activities further broadens pupils' learning and personal development.

Care, guidance and support

Grade: 2

Pupils' learning and personal development are central to the work of this inclusive school. Pupils work and play in a caring and supportive learning environment that successfully encourages them to care, support and respect others. Procedures for safeguarding pupils are robust. Parents speak highly of what the school does, particularly for pupils who find learning difficult for whatever reason. Their confidence in the school is justified. Good links with external agencies support pupils and parents well. Bullying is rare. It is dealt with quickly and effectively if it happens. Academic support and guidance is good, although it does not always ensure that more able pupils make sufficient progress at all times. However, a major strength of that guidance is how well pupils know the levels they are working at and what they need to do to improve. The school takes all reasonable steps to improve attendance but it has had little real success in this area.

Leadership and management

Grade: 3

Sound leadership and management have resulted in satisfactory academic achievement and good personal development for the pupils. Several well-considered changes in the management structure, good assessment procedures and the recently introduced initiatives to improve writing are starting to accelerate pupils' progress. However, the actions have not yet led to the consistency in teaching and learning that the school recognises it needs to ensure that all pupils, including the more able, make the best possible progress in every lesson. Nevertheless, they have successfully raised teachers' expectations of their pupils and staff awareness of their collective responsibility for whole-school improvement. Robust checks on teaching and learning contribute to this because identified weaknesses are now rigorously followed up by the new management teams, who are beginning to fulfil their roles well. Well-planned opportunities for teachers to learn from and support each other, in an atmosphere of openness and trust, have resulted in good teamwork throughout the school.

Governors fulfil their roles satisfactorily. The school knows where it is going and its own evaluation of its work is sound. Overall, achievement and standards have improved since the previous inspection and the well-structured school improvement plan is successfully tackling the areas in which further improvement is needed.

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.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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	2
The effectiveness of the school's self-evaluation	3
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	3

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	3
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?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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	3
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

24 May 2007

Dear Pupils

Inspection of Stoneydelph Primary School, Wilnecote, B77 4LS

Thank you for welcoming us to your school and for talking to us about your work. You told us that you enjoy school, that you feel that your teachers always help you, and that you always try to include everyone in what you are doing. Your school is satisfactory but it is improving all the time and you and your parents clearly appreciate what it is doing for you. We found that it does some things well and could do other things even better, especially if you and your parents help it. Here is a summary of what we found:

- You make satisfactory progress because teaching is satisfactory and you reach broadly average standards by the time you leave the school. All of these things are getting better and sometimes teaching is good and even excellent.
- The curriculum is good. It gives you many exciting opportunities to use your literacy, numeracy and information and communication technology (ICT) skills in different subjects.
- Your behaviour is good. You are polite and well mannered and you know how to keep yourselves safe, fit and healthy.
- You are proud to help the school improve and work hard as peer supporters, monitors and school councillors to do this.
- The school cares deeply for each one of you and helps you understand how to check and 'up-level' your work. This too is improving your progress.
- The governors and headteacher lead and manage the school satisfactorily but they are working very hard to help all of you do as well as you possibly can.

Here are the things we have asked the school to try to improve to help you do even better:

- Help all teachers to teach you equally well so that all of you, including those who are capable of reaching higher standards, always do as well as you possibly can.
- The school has helped those of you in Year 2 and Year 6 to make much better progress in writing this year so we are asking it to extend what it has done here to all other year groups.
- Do everything possible to get all of you to attend school regularly. You and your parents can help it to do this because when you do not attend, you cannot make any progress in your learning.

Yours sincerely

Doris Bell Lead Inspector