

Stockton Wood Community Primary School

Inspection report

Unique Reference Number	133338
Local Authority	Liverpool
Inspection number	328693
Inspection dates	9–10 February 2009
Reporting inspector	Colin Smith

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	289
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Dr Ruwan DeSoya
Headteacher	Mrs Susannah Stacey
Date of previous school inspection	7 November 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	23 All Saints Road Speke Liverpool L24 3TF

Age group	3–11
Inspection dates	9–10 February 2009
Inspection number	328693

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Age group 3–11

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is above average in size. The proportions of pupils entitled to free school meals and with learning difficulties and/or disabilities are well above average, indicating the degree of social disadvantage in the area served by the school. The vast majority of pupils are of White British heritage. A very small number are from African, Chinese or mixed backgrounds. Very few of these pupils are at an early stage of learning English. Early Years Foundation Stage provision is provided for children aged from three to five.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The headteacher and staff have worked tirelessly and determinedly to remedy former weaknesses. Substantial improvements to the quality of teaching and support for pupils with learning difficulties and/or disabilities have raised achievement markedly. Standards in Year 6 are significantly higher now than at the time of the previous inspection and attendance has now risen from very low to average levels. The school's effectiveness and value for money are now good. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Stockton Wood is now a good school.

Many pupils experience emotional and learning difficulties. The school provides good care, support and guidance to help them to feel secure and ready to learn. The excellent partnership between school and outside agencies helps to ensure that pupils are safeguarded and many of the barriers to learning are effectively removed. These factors underpin pupils' good personal development. Pupils act responsibly and behave well. The good curriculum provided raises their enjoyment of school and enables them to appreciate the importance of safe and healthy lifestyles. Parents are quick to recognise the school's improvement and success. Comments such as 'Children are safe, happy and learning well,' typify parents' views.

Pupils' achievement is now good. Although many children start school with skills and abilities which are well below those typical of children of their age, standards are broadly average by Year 4 and 5. Standards in the current Year 6 are still below average because these pupils are still carrying a legacy of former underachievement but good teaching is helping them to catch up. The school has concentrated on improving pupils' reading and writing skills, which is why they are achieving well in English. Pupils are also achieving well in science. Their achievement in mathematics, although improving, remains satisfactory. This is because pupils' calculation skills do not develop smoothly in all parts of the school and there are insufficient opportunities for them to use and apply their skills to solve problems.

Assessment and tracking of pupils' progress has been strengthened to identify which pupils need additional support. Good teaching now ensures that pupils learn successfully both in lessons and in support groups. Lessons are challenging, interesting and enjoyable. Pupils learn happily and persevere. In some classes, pupils take great pride in the organisation and presentation of their work but this is not so in every class. It is one of the few remaining inconsistencies in teaching across the school.

The headteacher's personal leadership qualities are at the root of the school's recovery. Other leaders follow this good example and make a valuable contribution by checking the work of the school to ensure that teaching is consistently good and all pupils are making as much progress as possible. A lot has been achieved in a short time, particularly in English. Mathematics was not one of the key issues and senior leaders know that there is still more to do in this subject but clear plans to improve pupils' progress are underway. Every element of the school's work has been examined and re-examined many times. There is little senior leaders do not know about the school's strengths and weaknesses. Consequently, the school's self-evaluation is very accurate and matches the findings of the inspection in every area. The school's notable improvements since the previous inspection illustrates its good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children join the Nursery with skills and abilities that are well below those typical for their age in all areas of learning. They are particularly low in communication and social skills. Good teaching enables them to achieve well in both Nursery and Reception, although their attainment is still below that expected for their age when they enter Year 1. Children settle happily into school routines, behave well and show positive attitudes to learning because they are safe and well cared for. Their curiosity is aroused by the good provision of stimulating activities, which are carefully structured to cater for their diverse learning needs. There is a good balance of activities led by adults and those chosen by children and their responses are carefully observed and assessed to ensure that planning incorporates the next learning steps. Learning indoors is smooth and continuous. However, children's freedom to learn outdoors is restricted at certain times of the day when parents, pupils and visitors pass through the outdoor area on their way to and from school. There is good teaching of early reading, writing and number skills. Good attention is given to developing children's speaking and listening skills, although just occasionally opportunities are missed to encourage them to explain what they plan to do next. The Early Years Unit is well led and managed. The recent changes required in the education of young children have been implemented effectively, particularly in providing an individual learning plan for each child.

What the school should do to improve further

- Improve achievement in mathematics, particularly pupils' calculation and problem-solving skills.
- Raise teachers' expectations of pupils' capacity to present well-organised, careful and accurate work to help increase their learning in all classes.

Achievement and standards

Grade: 2

Pupils' good achievement in the Early Years Foundation Stage is now being extended throughout the school. In Key Stage 1 trends have gradually improved over recent years and, although standards by the end of Year 2 are below average in reading, writing and mathematics, pupils are achieving well, given their former low starting points. Pupils' achievement in Key Stage 2 has been transformed and is now good. Consequently, provisional results improved by 30% in all subjects in 2008. Achievement in reading and writing is consistently good, largely because of the attention given to developing pupils' writing and reading comprehension skills. Achievement is also good in science because pupils' investigation skills keep pace with their knowledge and understanding. Pupils' achievement in mathematics is hampered by the difficulties they meet in solving problems, particularly involving multiplication and division. The progress of different groups of pupils, including boys and girls, the more able pupils and those who require additional support, is equally good because the curriculum and support provided are sensitively adapted to cater for their different learning needs.

Personal development and well-being

Grade: 2

Spiritual, moral, social and cultural development is good. School leaders have been particularly successful in establishing a culture of social harmony, mutual respect and personal responsibility.

Pupils talk about 'our school' and explain how they 'try to make it better.' This is reflected in the calm, purposeful and happy learning atmosphere, which lies at the heart of pupils' good behaviour, courtesy and friendliness. Pupils' achievements are valued and celebrated, which raises their self-esteem and enjoyment of school. This is evident in attendance, which has improved by 3% over two years. Pupils are helped to understand that choices have consequences. As a result, they disapprove of any form of bullying and racism. They know how to stay safe, when to say 'No' and have developed a good appreciation of the importance of diet and exercise in keeping healthy. Pupils relish opportunities to take responsibility and show initiative in their roles as play leaders, peer mentors and school councilors. Their literacy, and information and communication technology skills are secure and numeracy skills are improving. They work well independently and collectively and are gaining valuable insights into the world of work. These experiences are helping to prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 2

In most respects, teaching is now consistently good across the school. Trusting relationships and good management of pupils ensure purposeful lessons. Teachers encourage pupils to take responsibility for their own learning by explaining the aims of the lesson, setting clear targets for improvement and marking work constructively to enable pupils to evaluate their own success. Teachers make imaginative use of resources to engage pupils' interest and enhance their understanding. For example, computer projections help pupils to visualise and understand complex relationships between two- and three-dimensional shapes. Time targets inject a sense of urgency into the lesson to ensure that pupils' learning moves along briskly. In most respects, the use of assessment is good. The information is used particularly well to provide activities that are well matched to pupils' different learning needs. However, in mathematics, teachers do not always use assessment sufficiently in the lesson to probe pupils' understanding and nip any misconceptions in the bud. Although teachers set challenging tasks and encourage pupils to persevere, they do not have equally high expectations of pupils' capacity to produce accurate, well-organised and well-presented work. Occasionally teaching is outstanding, for example when pupils are inspired by drama and write with flair and imagination.

Curriculum and other activities

Grade: 2

The curriculum is sensitively adapted to cater to pupils' diverse needs and interests, particularly those who experience difficulty in learning. For these pupils, the key skills of literacy and numeracy are broken down into small practical steps to guarantee success. Good provision is made for able, gifted and talented pupils, both in lessons and through special events with neighbouring schools. Good personal, social and health education makes an important contribution to pupils' clear understanding of citizenship and healthy lifestyles. To compensate for pupils' limited home experiences, the school provides many after-school activities, visits to places of interest and opportunities to meet visitors. These enrich pupils' understanding of the wider world, deepen their multicultural awareness, promote creativity and develop their sporting and artistic talents. Although good provision is made in literacy, information and communication technology and science, pupils have insufficient opportunities in mathematics to use and apply their skills to solve mathematical problems.

Care, guidance and support

Grade: 2

The school's guiding principle is that pupils must be secure, happy and ready to learn before they can achieve their potential. To this end, everything possible is done to remove barriers to learning, such as low self-esteem, emotional upheaval and poor attendance. The most vulnerable pupils are very effectively supported, for example in the 'quiet place' where they can relax, reflect, unwind and overcome their difficulties. Excellent relationships with health professionals ensure that pupils' needs are met, often through family support. The quality of individual education plans and learning support has vastly improved. Pupils who need help are now working confidently towards clear targets and their progress is frequently reviewed and provision adjusted. All the required measures are in place to minimise any risks to ensure pupils' health, safety and well-being. In addition to providing excellent pastoral guidance, the school ensures that individual targets are set to help pupils to improve academically. While pupils know their targets, they cannot always articulate exactly how they will reach them because this is a new initiative.

Leadership and management

Grade: 2

The headteacher has led the school skilfully and sensitively through a difficult period. This has been achieved by providing clear vision, purpose and direction and uniting staff in common purpose to drive up standards. The headteacher is ably assisted by equally committed colleagues who carry out their roles, as senior leaders and subject managers, with integrity and determination. This ensures that while one subject is improved, others are not neglected. The work of the school is meticulously checked. Lessons are observed, pupils' work is examined and assessments of their learning are rigorously analysed. This places the school in a strong position to know where provision is good and where improvements can be made. This has led to greater consistency in the quality of teaching and significant improvements in reading and writing. Challenging targets are set and pupils' progress towards them is rigorously tracked to ensure that good achievement is maintained. Governors are fully involved and an integral part of the process of improvement. The school prides itself on being inclusive. Equality is strongly promoted by checking the progress made by different groups of pupils and challenging any stereotyping. The school is making a good contribution to community cohesion, not only by reaching out to involve the local community but also by introducing pupils to very different communities, which is helping to raise their aspirations. Despite the many improvements in school performance, there is still more to do to raise achievement in mathematics and guide pupils to produce good quality work in their books in all classes.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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 learners' needs?	2
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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Stockton Wood Community Primary School, Speke, Liverpool, L24 3TF

Thank you for welcoming me to your interesting and attractive school. I would like to explain what I have written in the report for your parents.

Your school has made a good recovery since the previous inspection when there were some important weaknesses. Your school is now a good one.

You are kept safe and are well cared for in school. If you are troubled or unsure, adults are always there to help. You repay their kindness by trying hard, behaving well and taking extra responsibility for each other.

Most of you are now achieving well, particularly in English and science. Standards are rising and are getting closer to the levels expected, although at the moment your progress in English and science is better than in mathematics. Those of you who find learning difficult receive good support. All of you can now make good progress.

Teaching is often good and occasionally excellent. Lessons are interesting and your work is set at just the right level to help you to reach your targets. There are many extra activities which help to make school enjoyable.

Your headteacher and senior staff are good leaders. They check everything that happens in school to make sure that you achieve well.

I have two suggestions to make your school even better.

- I have asked your teachers to improve your progress in mathematics by checking your understanding more often during lessons and teaching you how to solve mathematical problems.
- I noticed that the work in your books is more carefully and accurately presented in some classes than in others. I have asked your teachers to ensure that the quality of your work is good in all classes. You can help by checking your work and setting it out neatly.