

Stivichall Primary School

Inspection report

Unique Reference Number	103686
Local Authority	Coventry
Inspection number	336131
Inspection dates	7–8 July 2010
Reporting inspector	Clive Lewis

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	530
Appropriate authority	The governing body
Chair	Pauline Parkes
Headteacher	Christopher Rose
Date of previous school inspection	27 February 2007
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Introduction

This inspection was carried out by four additional inspectors. Twenty-two lessons were observed, taught by 15 teachers. Meetings were held with groups of pupils, governors, staff and, informally, with a number of parents. Inspectors observed the school's work by sampling pupils' books, teachers' planning documents, tracking and assessment data. They also analysed questionnaires from 168 parents and carers, 95 pupils and 13 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- rates of progress in Key Stage 2
- the school's assessment and tracking systems
- the quality of outdoor provision in the Early Years Foundation Stage.

Information about the school

Stivichall is a larger than average, newly-built school, which opened in November 2008. The proportion of pupils known to be eligible for free school meals is much lower than average. The proportion of pupils from minority ethnic groups is above average as is the proportion of pupils who speak English as an additional language. The proportion of pupils with a statement of special educational needs and/or disabilities is average although the overall proportion of pupils with special educational needs is lower than average. The school has achieved Healthy Schools Gold status, the Eco School Gold award, Arts Mark Gold and Sports Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Stivichall Primary is a good school which, since the last inspection, has successfully managed the move to its excellent new accommodation and, in the process, continued to improve. Leadership and management are good. The headteacher provides a sharply focused sense of purpose and direction, clearly linked to school improvement. Strong teamwork between the headteacher, senior staff and the local authority has ensured that teaching and learning has improved, assessment and tracking systems have been strengthened and the correct priorities have been set for further improvement. Staff want the best for each pupil and, through working closely with families, strive to achieve this goal. Most parents are very supportive of the school, as one parent commented: 'Stivichall provides a safe and stimulating environment for my children to learn in. I really couldn't be happier with the education my children receive and the staff deserve to be applauded for this.'

Throughout the school, including in the Early Years Foundation Stage, all groups of pupils, including those with special educational needs and/or disabilities, make good progress. Standards by the end of Key Stage 2, in Year 6, have been exceptionally high for a number of years. Arrangements for the evaluation and monitoring of teaching and learning are good and the quality of teaching in most lessons is good as a result. Pupils' personal development is good and their behaviour is exemplary. Pupils have a good understanding of how to keep safe and of the need for healthy lifestyles. Parents say their children enjoy coming to school and pupils agree enthusiastically, and this is reflected in above average levels of attendance. The excellent curriculum ensures that pupils receive a very good variety of exciting activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the wide range of after-school activities and clubs, including physical activities. Arrangements for the pastoral care and safeguarding of pupils are good. Individual pupils' progress is tracked carefully to ensure any pupil falling behind is identified quickly and effective support provided. However, procedures for analysing and interrogating data are at an early stage and systems for tracking the progress of different groups of pupils as they move through the school are currently cumbersome. The school has good links with the local community but realises it needs to do more to strengthen ties with groups in the United Kingdom and overseas. The school has a good understanding of how well it is doing and what needs to be done next. This, together with its successful track record of improvement, demonstrates its good capacity to sustain improvement in the future.

What does the school need to do to improve further?

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- Improve the effectiveness of systems for monitoring the progress of different groups of pupils within the school by adopting a more efficient procedure for collecting and analysing data.
- Improve the school's contribution to community cohesion by strengthening and developing links with other schools and organisations more widely beyond the school.

Outcomes for individuals and groups of pupils**2**

The school's own tracking data on pupils' attainment demonstrates clearly that most pupils make good progress during their time at Stivichall. Children's skills and experiences on entry to the Reception classes are, typically, above those expected for their age. Pupils make consistently good progress as they move through the school with the result that standards have been significantly above average by Year 6 for the last five years. This is confirmed by lesson observations and a scrutiny of workbooks. Pupils with special educational needs and/or disabilities make good progress due to the effective support provided by class teachers, teaching assistants and outside agencies. Pupils who speak English as an additional language also make good progress because of the good individual attention and support provided. In almost all lessons, more able pupils benefit from extension tasks which encourage them to think differently and creatively about a problem. Pupils enjoy school and this is confirmed by their above average rates of attendance. Pupils understand what constitutes an unsafe situation and are confident that any issues they raise will be dealt with promptly and effectively. Pupils' excellent behaviour brings about an industrious atmosphere in which pupils can learn without interruption and make good progress. The response of pupils in their lessons is always positive. They are eager to learn and behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's strategies that have led to it achieving the Healthy School Gold status and understand the main threats to their health and how they can be avoided. They take on responsibility and play a constructive role in the life of the school and, through the school council, have had some influence on decisions taken. Pupils' very high standards in the key skills in English and mathematics, together with their good social skills, prepare them well for the future.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers assess learning carefully and provide work at the right level to match pupils' different learning needs. Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. Within a framework of excellent relationships, teachers manage pupils exceptionally well so that lessons move at a very brisk pace and no time is wasted. In most lessons, carefully targeted questioning draws out pupils' ideas and effectively develops their thinking and reasoning skills. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning. Good use is made of resources, including new technology, to motivate pupils and enhance their learning. Staff work together well to ensure that pupils know how to improve. Clear targets are set to help them reach the higher standards of work. In the best lessons, pupils are actively engaged in reflecting on the progress they have made in lessons and considering what it is they still need to do. The marking of pupils' work is up-to-date and comprehensive, with, in the best cases, guidance for pupils on how to improve their work.

The school provides an excellent curriculum which meets pupils' differing needs and interests exceptionally well and offers a continual diet of exciting, challenging and enjoyable learning opportunities for pupils. Carefully adapted activities ensure all groups of pupils experience success and staff successfully link subjects to make learning more meaningful. The curriculum is enriched with a very good range of visits and visitors and a wealth of extra-curricular activities which are much enjoyed by pupils. Collaboration with other schools further enriches the curriculum. Links with extended services support

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the development of the wider curriculum very well.

The quality of care, guidance and support for all pupils is good. Every pupil is valued and cared for as an individual. The support for those who need additional pastoral care, or help with their work, is good and the care for those pupils with medical and/or physical disabilities is a strength of the school. This gives them confidence to learn and enables them to make the same good progress as others.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

All leaders in the school are firmly focused on securing improvement and enabling pupils to do as well as they can. Since the last inspection, standards by Year 6 have been exceptionally high. The school, with the support of the local authority, has responded effectively to the slight dip in standards in mathematics in the 2009 national tests. As a result, the rigour of the school's assessment and tracking systems has been improved and all teachers now have a better understanding of what their pupils have achieved and the progress they need to make. Equality of opportunity is promoted well.

Staff have a clear sense of direction including a strong commitment to improving provision even further. Teamwork is promoted strongly and is reflected in the school's well-focused improvement plan which clearly identifies appropriate targets. All staff work together very effectively and take advantage of professional opportunities to enhance their work. The governors have a good overview of the school's work and future priorities, and fulfil their roles effectively. The school has a positive relationship with parents and regularly asks for their views and acts on the responses. The school has good safeguarding procedures which meet recommended good practice across all areas of its work and are in line with government requirements. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a satisfactory contribution to community cohesion and is itself an increasingly diverse yet harmonious community. It has strong and developing links with local schools and organisations but the wider national and global dimensions of community cohesion are underdeveloped.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision for the youngest children is good. Most children enter the Reception classes with skills that are above those typical for their age. They clearly enjoy school, settling into the routines well and playing happily together or on their own. Children in the Early Years Foundation Stage undertake a variety of whole class and group activities. They delight in learning and seeing new things. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared-for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well-supported and integrated well into all activities. Staff have good relationships with parents and carers through daily contact at the start and end of each day. Provision for the outdoor curriculum is good. The three Early Years Foundation Stage classrooms have free access to a spacious, well-resourced and secure outdoor area with a good range of adult-led and free-choice activities. This allows children to explore things with purpose and challenge and encourages them to make decisions for themselves, solve problems and develop their reasoning skills. There is a strong focus by the Early Years Foundation Stage leader on helping all children to make good progress in their learning and development, and promoting their welfare. There are good systems for the long-term assessment and tracking of children's progress. Staff monitor and record children's progress on a day to day basis and this information is used well to plan work carefully to match children's needs and enhance their rates of progress. Children's achievements are recorded in individual portfolios. Adults have a good knowledge of the learning development and welfare requirements and guidance for the Early Years Foundation Stage and children make good progress as a result.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents who responded to the questionnaire are extremely satisfied with the school. Almost every parent who responded felt that their child enjoys school, that the school is led and managed effectively, and that the school makes sure that their child is kept safe. In all other areas the very large majority expressed positive views. However, a very small minority felt that the school does not deal effectively with unacceptable behaviour. The inspection team did not find anything to justify these views. It looked very carefully at pupils' behaviour, in classrooms and outside, and found it to be excellent - a real strength of the school. A similarly small minority felt that the school does not take sufficient account of their concerns or keep them informed about their child's progress. The inspection team found links with most parents to be good and a recent example of the school dealing promptly and effectively with parents' concerns about the level and frequency of homework confirmed that the school does take appropriate account of most parents' views and concerns. The school has a good range of ways to keep parents informed about their child's progress including weekly newsletters, reading diaries, home-school link books, the school website and parentmail.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stivichall Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 168 completed questionnaires by the end of the on-site inspection. In total, there are 530 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	53	73	44	4	2	0	0
The school keeps my child safe	86	52	77	47	1	1	0	0
The school informs me about my child's progress	43	26	94	57	20	12	2	1
My child is making enough progress at this school	45	27	100	61	17	10	0	0
The teaching is good at this school	58	35	91	55	8	5	0	0
The school helps me to support my child's learning	47	28	101	61	12	7	0	0
The school helps my child to have a healthy lifestyle	68	41	93	56	4	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	38	89	54	4	2	0	0
The school meets my child's particular needs	47	28	96	58	13	8	2	1
The school deals effectively with unacceptable behaviour	42	25	94	57	17	10	5	3
The school takes account of my suggestions and concerns	33	20	104	63	9	5	5	3
The school is led and managed effectively	60	36	91	55	7	4	2	1
Overall, I am happy with my child's experience at this school	77	47	78	47	7	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 July 2010

Dear Pupils

Inspection of Stivichall Primary School, Coventry, CV3 6PY

Thank you so much for helping me and my colleagues when we came to inspect your school recently. We enjoyed meeting so many of you and observing you at work and at play. You made us feel very welcome and made our short visit very enjoyable. Together with your parents, you think Stivichall is a good school and we agree with you. You clearly enjoy learning and taking part enthusiastically in the many exciting and challenging activities the curriculum offers you. You make good progress and achieve high standards. Your behaviour is excellent and we were very impressed with your good manners. You have a good understanding of how to live a healthy lifestyle and you feel safe and cared for in school. It was good to hear from the school councillors about how you are helping to improve the school. You told us that you really enjoy school and are proud to attend, and your above average level of attendance confirms this. Teachers work hard to help you to learn and to make sure you enjoy being at school. All the adults take good care of you. Your school is well led and managed and is continually improving.

To help you to make even better progress, we have asked the school to do the following things:

- improve the way they manage and use the information they have about you all to make sure that you all make the best possible progress
- make links with schools and other organisations in the United Kingdom and overseas so that you can develop a better understanding of the way communities live in other parts of the world.

You can help by always doing your best and making sure you know your targets.

Thank you again for making me so welcome. I wish you all the very best.

Yours sincerely

Clive Lewis

Lead inspector

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