

# Stokes CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	120116
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339602
<b>Inspection dates</b>	17–18 November 2009
<b>Reporting inspector</b>	Bob Drew

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Peberdy
<b>Headteacher</b>	Chris Meadows
<b>Date of previous school inspection</b>	0 May 2007
<b>School address</b>	Queens Road Blaby Leicestershire
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at its self-evaluation document, its improvement plan and key policies. They scrutinised pupils' work and looked at 150 parental/carer questionnaires. The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

whether children entering Early Years Foundation Stage have skills and knowledge that match expectations

- whether progress in Key Stage 2 is improving and why science results vary
- whether teaching has improved to the point where it is now good
- what impact governors and subject leaders are having.

## Information about the school

Stokes Primary school is larger than average. The vast majority of pupils are White British. A tiny number come from minority ethnic groups. The proportion with special educational needs and/or disabilities is low. The school holds the Activemark Gold for sport and the Investor in People awards.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Parents are right to say that the school is a friendly, happy and welcoming place. Pupils' enjoyment of school is clear to see. They behave well, attendance is above average and they show a real eagerness to learn. They contribute well, for instance, by helping to shape school rules and the rewards policy, and singing in choirs at local events. Many take part in sport in school or the wider region. Pupils feel very safe at school and find that any rare incidence of bullying is dealt with swiftly by staff. Healthy lifestyles are pursued well and preparation for future economic well-being is satisfactory. Pupils' understanding of reflection and worship is good and they have a good grasp of the cultural variety within their area. Pupils' spiritual, moral, social and cultural development are therefore good.

Results for Year 6 tests in science and, to a lesser extent, mathematics fell in 2007 and 2008 but have recovered well following a fresh emphasis on practical, investigative learning. The work of the current Year 6 shows that improvement is continuing. English standards have been consistently average, but new strategies for teaching writing have led to improvement here also. Achievement is satisfactory in Key Stages 1 and 2, matching the quality of teaching. Targets in Year 6 are challenging, but not sufficiently so to promote good long-term progress. The school's evaluation of achievement and standards has lacked sufficient reference to national reference data. All pupil groups, including pupils with special educational needs and/or disabilities, perform similarly to each other.

The proportion of good lessons is growing. Good relationships and careful planning are typical of all lessons. The pace, variety of activities and scope for able pupils to excel mark the difference between satisfactory and good lessons. When all such elements are present, the impact on learning is impressive, but not enough lessons have all these features consistently. The school's self evaluation of teaching as 'good' is too positive. The curriculum is broad and varied and includes very good provision for music and sports. The policies and day-to-day actions of staff make the pupils safe, promote enjoyment, good behaviour and attendance and give strong support to vulnerable pupils.

School leaders have yet to raise standards and progress sufficiently but have had success in many other areas, such as improving teaching, science standards and provision in the Early Years Foundation Stage. This shows the school's capacity for further improvement. Governors are strongly committed to the school and have a satisfactory impact on its work. Safeguarding policy and procedures provide a satisfactory framework for pupil care. Parents rightly describe the school as accessible and supportive of children from all backgrounds, but its provision for the most able

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pupils is a little lacking in challenge. Community cohesion has strong local elements, but the school has yet to implement plans to extend the national and global dimensions. Engagement with parents is good, as confirmed by their high levels of support and their good knowledge of their children's progress.

**What does the school need to do to improve further?**

- Establish good achievement in Key Stages 1 and 2 by:
  - setting higher targets for Year 6 and holding the teachers in all year groups accountable for meeting them
  - lifting teaching that is currently satisfactory to the level of good quality, through consistently offering challenging work for the most able, ensuring strong pace and checking more frequently that pupils have correctly understood tasks.
- Make self-evaluation more accurate and effective through:
  - rigorous use of criteria for grading each aspect of school performance
  - secure use of national reference data when measuring standards and achievement
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils are very positive about learning and enjoy the vast majority of lessons. They are making satisfactory progress overall, but good learning is also common in all subjects. In English, mathematics and science, work in Year 6 is broadly average, but writing skills are improving and the practical approaches adopted in both mathematics and science motivate pupils well. Attainment in tests at the end of Key Stage 2 is broadly average and achievement across the school is satisfactory. A marked rise in standards took place in 2009, reflecting the fresh approaches now established in lessons. The work of the current Year 6 confirms that this recovery is being sustained.

Pupils join the Early Years Foundation Stage classes a little below expectations, especially in aspects of literacy, but make good progress because their needs are accurately assessed and teaching is consistently good. The satisfactory progress in Key Stages 1 and 2 partly stems from too variable teaching: much is good, but a significant proportion is satisfactory. In addition, while targets in Year 6 have a degree of challenge, they are not high enough to ensure the best possible progress. The most able pupils are not always set challenging enough work, especially in Key Stage 2.

Pupils' enjoyment of school is a real strength, reflected in above average attendance levels and an eager approach to learning, and, above all, in the many situations where behaviour is remarkably positive and polite. Pupils are good at contributing to school life, activities in the local area and regional events, especially in music and sport. They say that they feel very safe at school and know they have adults to whom they can turn.

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On the rare occasions that it is needed, they use the anti-bullying guidance procedures. They live healthily, with extensive participation in sport and wise choices about diet.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching has improved significantly over the last 12 months, with an increasing proportion of good lessons. Occasionally, teaching is outstanding; in very rare instances, it is inadequate. All lessons have good relationships and evidence of careful planning. The many good lessons have fast pace, time deadlines and varied activities with well-timed interventions by the teachers that sharpen pupils' thinking and clarify tasks. There is an impressive sense of accomplishment in these lessons, with pupils producing very substantial amounts of high-quality work. Pupils of all abilities have challenging work and make good progress. Where teaching is satisfactory or, very rarely, inadequate, some of these strengths are missing so that pace drops and pupils' engagement wanes. Staff mark pupils' work helpfully and encourage self-assessment and the evaluation of each other's work. Data is used well to set the overall pitch of lessons, though less so to identify the challenge for specific groups.

<sup>1</sup> 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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The curriculum has a satisfactory impact on progress. There is suitable breadth and variety, but the school has insufficient scope for integrated projects in its curriculum. Music and sport enhance provision very strongly, playing a major role in pupil's experience at school and beyond.

Care, guidance and support are good, promote good behaviour very well and create the secure setting that pupils enjoy. The recent emphasis on using 'Golden Time' (a weekly session offering free choice activities) as part of the rewards and sanctions policy is proving very successful. Policies underpinning attendance, safeguarding and support for vulnerable pupils are good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and his colleagues make the school a very welcoming place for pupils. Parents also comment on how accessible they find staff. Leadership and management ensure satisfactory achievement by pupils. School leaders' show an ambition and drive to secure improved academic success. The headteacher and senior staff have helped to raise the quality of teaching through careful monitoring, upgrading provision in the Early Years Foundation Stage and providing direction in science. The governing body has a strong commitment to the school and satisfactory impact on its work. The school has all safeguarding policies and procedures in place and implements them satisfactorily. Its commitment to equality is evident in policies, but even more clearly in its even handedness with pupils and parents. It has appropriate anti-discrimination procedures in place but prevents significant discrimination by establishing an ethos that promotes and enjoys difference. The development of community cohesion is strong locally but less well developed nationally and globally, although imaginative plans to extend these dimensions are being implemented. A real strength is the good quality of engagement with parents and carers. Parents especially like the regular and detailed update on their children's progress provided by the '16 Day Books.', All classwork is done once every 16 days in these books which then go home for information and comment.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good progress is made by children in this stage, partly because induction procedures are excellent. All homes and nurseries from which the children come are visited by staff and very reliable information gained about their strengths and needs. Parents are treated as vitally important partners in promoting learning and social development. Good on-going assessment continues to identify the next steps children need to make. The curriculum is stimulating, with a good mix of indoor and outdoor activities and scope for children to choose as well as follow teachers' guidance.

Children join the school with skills and knowledge a little lower than expectations, especially in literacy. The accurate assessment and good, lively teaching helps them progress securely and, by the time they enter Year 1, they are meeting or slightly exceeding expectations in all areas. These positive features are indicative of the good leadership that prevails. There is a clear sense of direction, strong commitment to improvement and excellent teamwork.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parents are very strongly supportive of the school. In questionnaire returns, they give



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nearly 100 per cent approval to the suggestion that they are happy with their children's overall experience. No aspect of the school has less than 90% support. A small minority has reservations about the school's handling of unacceptable behaviour and parental suggestions or concerns, but inspectors find that the school is dealing well with both.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stokes CofE 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 140 completed questionnaires by the end of the on-site inspection. In total, there are 351 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	57	59	42	1	1	0	0
The school keeps my child safe	78	56	60	43	2	1	0	0
The school informs me about my child's progress	62	44	69	49	9	6	0	0
My child is making enough progress at this school	56	40	75	54	8	6	1	1
The teaching is good at this school	66	47	71	51	0	0	3	2
The school helps me to support my child's learning	58	41	75	54	6	4	1	1
The school helps my child to have a healthy lifestyle	65	46	70	50	4	3	1	1
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)	51	36	75	54	8	6	6	4
The school meets my child's particular needs	59	42	73	52	5	4	2	1
The school deals effectively with unacceptable behaviour	47	34	79	56	11	8	3	2
The school takes account of my suggestions and concerns	46	33	79	56	8	6	5	4
The school is led and managed effectively	75	54	59	42	2	1	3	2
Overall, I am happy with my child's experience at this school	68	48	68	48	2	1	2	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



19 November 2009

Dear Pupils

Inspection of Stokes CofE Primary School, Leicester, LE8 4EG

Thank you for your warm welcome during our recent visit. We enjoyed our time at your school and found many things to be pleased with. You are in a school that is already satisfactory, with some good features, and it is improving in many ways.

We were particularly impressed with:

- your good behaviour and very mature attitudes
- the good relationships and friendly atmosphere
- the good progress you make in the Early Years Foundation Stage and last year's improved results in Key Stage 2
- the many lessons where teaching is good
- how music and sport add to your experience and enjoyment of school
- the way the headteacher and his staff care for you so well and keep your parents involved in your education.

If the school is going to improve even further, it needs to:

- help you to make good progress, not just satisfactory progress, in Key Stages 1 and 2. To do this it should set higher targets for Year 6, but make sure teachers in all year groups help you to meet these targets. It also needs to turn satisfactory lessons into good ones by always making sure that the work is not too easy for some of you, keeping lessons moving at a lively pace and checking more often that you have understood instructions properly. You can help by saying if you have finished early or found work easy.
- be more accurate when it sums up its own strengths and weaknesses. It should use descriptions of what good quality looks like and become better at using national statistics to decide how good your results are. Once this is achieved, the school should be clear how to improve weaker areas.

Best wishes for the rest of your time at Stokes.

Yours sincerely

Bob Drew

Lead inspector

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