

Stoneydelph Primary School

Inspection report

Unique Reference Number	124179
Local Authority	Staffordshire
Inspection number	340510
Inspection dates	14-15 September 2009
Reporting inspector	Charalambos Loizou

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 of pupils on the school roll	286
Appropriate authority	The governing body
Chair	Mr Duncan Shepherd
Headteacher	Mrs Angela Mulligan
Date of previous school inspection	22-23 May 2007
School address	Crowden Road Wilnecote Tamworth B77 4LS
Telephone number	01827 896666
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Age group	3-11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and held meetings with governors, staff, groups of pupils and spoke to some parents and carers. They observed the school's work and looked at the school's improvement plan and self-evaluation as well as assessment and tracking data that teachers use to monitor pupils' progress. Twenty-five parental questionnaires were collated and the results of these appear at the end of this report.

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

- the achievement of pupils who have the potential to attain levels in writing and mathematics that are higher than expected for their age
- the consistency of the teaching and the extent to which it meets the needs of pupils in mixed-age classes
- the effectiveness and use of assessment to check how well pupils are doing and the extent to which the leadership team monitors pupils' learning and progress
- the extent to which pupils understand and assess their own learning and the effectiveness of support provided for pupils with special educational needs and/or disabilities.

Information about the school

This is a large primary school. The Early Years Foundation Stage comprises a Nursery that admits three-year-olds who attend part-time and two Reception classes for four-year-olds. Nearly all pupils are White British and very few come from minority ethnic backgrounds. Pupils in Years 1 to 6 are taught in mixed-age classes. The percentage of pupils eligible for free school meals is above the national average. The proportion of pupils with special educational needs and/or disabilities is similar to most primary schools, although there is a higher than average percentage with a statement of special educational needs. The main areas of need include pupils with moderate or specific learning difficulties, hearing impairment or emotional and behavioural difficulties. The school accommodates a hearing impaired unit which is managed by the local authority. A small number of pupils from the school who are profoundly deaf attend the unit and are also integrated into classes with other pupils. The school has a number of nationally accredited awards such as the inclusion quality mark and active mark, as well as healthy schools and investors in people status.

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

Stoneydelph provides a satisfactory education. The pupils demonstrate an enthusiasm for all that their teachers and support staff offer. The large majority of parents and carers who responded to the questionnaire or spoke to an inspector are pleased with the way the school supports their children. One parent expressed the views of most when writing, 'The staff and headmistress are very accessible to the parents and are willing to help.' The staff are successful in encouraging pupils to work together, behave well and try hard, all features that underpin key strengths of the school's good pastoral support. The school's commitment to inclusion is reflected in the good quality care, guidance and support provided, particularly for those in the hearing impaired unit and pupils with special educational needs and/or disabilities. Pupils feel safe and secure and have formed trusting relationships with adults and other pupils. Their comments include, 'We have lots of fun learning about staying healthy and safe,' and 'I enjoy my time at school and the teachers take good care of us.' These tributes also reflect the good improvements to attendance rates which are now broadly in line with the national average. The school is particularly strong in supporting those pupils whose circumstances cause them to become vulnerable through well-devised staff training and outstanding safeguarding procedures.

Achievement is satisfactory for pupils of all abilities. By the time they leave the school at the end of Year 6, pupils' attainment is broadly in line with that of most primary schools. However, attainment varies from year to year, reflecting inconsistencies in the quality of teaching. National test results show that the most significant fluctuations in recent years have been in mathematics and writing. Whilst the teaching is largely satisfactory in Years 1 to 6, lessons do not include enough opportunities for pupils to apply their number skills to problem solving tasks. In Years 1 and 2, attainment is significantly lower in writing when compared with reading, mathematics and science. There are too few opportunities provided for pupils to build on the good foundations laid in reading and writing in the Early Years Foundation Stage so they lack the confidence and skills necessary to write independently and accurately in Years 1 and 2.

The pace of learning and the quality of teaching in the Nursery and Reception classes are good. Regular assessments and a wealth of stimulating indoor and outdoor experiences enable the children to achieve well in all areas of learning. In the rest of the school, the teaching is satisfactory overall, although there is some good teaching in all phases. The most effective lessons provide a good range of tasks that are tailored specifically to meet the needs of all pupils. This was best demonstrated in

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Years 5 and 6 when the pupils made productive use of their time investigating complex sentences in biographical texts because the tasks were well matched to their abilities. There remain inconsistencies in teachers' assessments which result in variable rates of learning and progress. The staff do not track pupils' progress regularly enough or with the necessary efficiency to identify the best way to intervene when pupils fall behind. Pupils with special educational needs and/or disabilities make satisfactory progress and are well supported by a skilled team of teaching assistants who provide the necessary care and encouragement.

The school's capacity for sustained improvement is satisfactory. Whilst the leadership team has tackled some of the issues from the last inspection, evaluations of pupils' performance and the quality of teaching are not sharp enough to provide clear priorities for improvement. This has led to an uneven pattern of attainment, learning and progress. Governors provide satisfactory support and sufficient guidance, and are particularly effective in managing the school's resources and finances.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

What does the school need to do to improve further?

- Accelerate the progress pupils make in writing and mathematics by:
 - providing more opportunities for pupils in Years 1 and 2 to write independently as well as edit and improve their writing.
 - providing more challenging problem solving tasks and opportunities for pupils to apply their number skills, particularly in Years 3 to 6.
- Improve the consistency of teaching ensuring that teachers use assessment more effectively to check that all pupils reach their expected learning targets.
- Ensure that the leadership team undertakes more robust analyses of pupils' and teachers' performance in order to improve the teaching, raise attainment and improve pupils' learning and progress across the school.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their lessons and make satisfactory progress overall to attain standards that are broadly in line with those expected for their age by the end of Years 2 and 6. The dip in the Year 6 test results last year in mathematics reflects inconsistencies in the opportunities provided for pupils to practise and apply mathematical skills. Up to now, too few pupils exceed the levels expected for their age by the end of Year 2 in writing, although current trends in Year 1 show that writing standards are improving because of the good foundations laid in the Reception year.

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Teachers provide good opportunities in lessons for pupils to share ideas and reflect on their learning. They have a good understanding of how to eat healthily and many participate in the very good range of sports and activities provided after school. Pupils know that their ideas and views are respected. School councillors are very mature and often take the lead when organising charitable fund raising or when representing the views of others. Pupils thrive on the many opportunities they have to contribute to their local and wider community, including for example, through the good links established by the school's neighbourhood network and with other primary and secondary schools. The pupils have a strong sense of their own community, although they are less knowledgeable about ethnic and cultural diversity in modern society. To address this, the pupils are increasingly studying topics that provide opportunities for pupils to learn about different cultures and customs. Pupils show initiative, are well behaved, polite and courteous. Older pupils act as peer mentors and they are good role models to support younger children.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There have been improvements since the last inspection to the way teachers structure and plan their lessons. However, inconsistencies still remain that account for the uneven pattern of achievement across classes and year groups. Teachers plan lessons to meet the wide-ranging needs of the pupils but the tasks set in some lessons do not always build on what the pupils have already learned. A common strength across classes is that teachers share each lesson's learning objectives with the pupils and this helps them to understand what is expected. In most lessons, class

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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discussions are productive and stimulating and set a good pace but sometimes there is too little time left for more focused independent work to extend pupils' thinking. There are good opportunities for pupils to reflect on their learning and share their ideas with other pupils. This is a common feature of good teaching and builds on what pupils have practised during the lesson. In some lessons however, this form of self-assessment and reflection is superficial.

Assessment systems are rightly being adapted to accommodate recent changes to mixed-age classes as a result of a reduction in pupil numbers. In the main, teachers use assessments to group pupils by ability but the work provided in lessons is not always matched well enough to pupils' abilities. As a result, the work planned for those of higher ability is not always challenging enough to extend their learning or to enable them to reach their expected targets. Target setting is increasingly being managed by teachers as they become familiar with new methods of recording pupils' progress and performance, but there is still more to do to ensure greater consistency across classes when checking whether pupils are on course to reach their targets.

The school provides a well-devised curriculum that contributes to pupils' good spiritual, moral, social and cultural development, as well as their positive attitudes to learning, healthy living and supporting the school and local community. There is a broad range of topics for pupils to study that draw together a range of subjects, including good opportunities for them to use information and communication technology (ICT). Topics incorporate a very good range of visits to places of interest or activities that will help the pupils to care for the local environment, such as the initiatives set out by the 'Eco Committee'. Pupils develop a range of skills in all subjects that prepare them adequately for the next stage of their education.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has established systematic routines that contribute well towards a process of assessment and review, but the monitoring of teaching and pupils' progress are not robust enough. Consequently, priorities for development are not always clear. The headteacher and deputy headteacher work closely with governors to accurately assess the work of the school. The headteacher is particularly good at listening to the views of pupils, parents and staff and this accounts for the very good level of parental satisfaction and tributes paid in the inspection questionnaires by pupils and staff. The school improvement team and staff engage in a range of

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activities aimed at evaluating how well pupils are doing. The staff observe each other teaching or carry out joint evaluations of pupils' workbooks, but the information generated from these assessments and lesson observations is not being used efficiently enough to set clear priorities for improvement.

There is a good range of resources, particularly to support pupils' reading and ICT work and this accounts for the more consistent progress pupils make in reading as well as their productive use of ICT resources to support learning across subjects. The school's contribution to community cohesion is satisfactory as pupils appreciate and learn about the main world religions. The school is not yet providing enough opportunities for pupils to learn about the differing cultural backgrounds that exist in the United Kingdom today, and this is particularly significant for this school as the vast majority come from mainly White British backgrounds. This has been recognised by the school improvement team as a priority for development and there are plans to address this.

At the time of the inspection all safeguarding requirements were met excellently. There are robust and consistent arrangements in place to ensure that suitable adults come into contact with pupils and there is diligent attention to ensuring that records are kept under review. Following a very small number of concerns expressed by parents about the safety and security of the school site, inspectors investigated this and the evidence suggests that the school has appropriate procedures in place to supervise pupils at break times or when outdoors.

Governors and staff have forged positive relationships with parents, who are encouraged to contribute to the life of the school. There are good links established with other schools, sports clubs, businesses and organisations. Both staff and governors play an active role in developing these still further for the benefit of the whole community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for	3

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Early Years Foundation Stage

Children join the Nursery and Reception classes with skills and abilities that are below those expected of three- and four-year-olds. The children had only just joined their new classes at the time of the inspection and had settled in extremely well, reflecting the effective practice that is well established throughout the Early Years Foundation Stage. The children make good progress and by the end of the Reception year, the large majority are working at or beyond expectations in all areas of learning.

High quality resources in the Nursery are used well to provide rich opportunities for the children to engage in role play and reading and writing activities. This is built upon successfully in the Reception classes where children are taught their letter sounds well. The children enjoy a stimulating range of activities using an excellent range of tactile and malleable materials such as dough to sculpt shapes and letters. They are encouraged to make choices, although the staff do not always assess which activities children choose in order to plan a balanced programme. Stories and role play are used well with children having easy access to well-resourced reading, graphics and mathematics areas so they gain confidence in reading, writing and number work. There are regular opportunities for the children to work and play indoors and outdoors in both the Nursery and Reception classes. The children do particularly well developing their personal and social skills with many opportunities for them to share and exchange ideas. Systematic assessments of children's progress, performance and welfare are well maintained and these help to inform parents as to how their children are doing. All children develop their confidence and communication skills productively and the overall provision for the Early Years Foundation Stage is well managed. Children in both settings are well cared for and adults often ask questions to make sure that the children understand what they are doing. However, some of the questioning is not always challenging enough to encourage the children to extend their learning further. There are regular opportunities for the children to practise learning letter sounds, including the use of shaving foam to draw letters with their fingers which helps to develop their early writing skills very well.

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

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The large majority of the 25 questionnaires collated in the table below were positive and parents believe that this is a caring and supportive school. More questionnaires were received after the data was entered and these too reflected a good level of parental satisfaction. Most parents are pleased with the progress their children are making and many expressed positive comments about the quality of provision made for pupils with special educational needs and/or disabilities. The small number of concerns raised were mostly written in a constructive tone and in some cases parents also stated that they were satisfied that the school will deal with any issues they raise. A very small number commented on supervision arrangements when the school gates are open. Inspectors noted these and discussed them with senior staff and governors. The school has a clear rota of supervision and arrangements in place to ensure that pupils are safe and secure.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoneydelph 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 12 statements about the school.

The inspection team received 25 completed questionnaires by the end of the on-site inspection. In total, there are 286 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	60%	10	40%	0	0%	0	0%
The school keeps my child safe	15	60%	9	36%	1	4%	0	0%
The school informs me about my child’s progress	15	60%	8	32%	0	0%	0	0%
My child is making enough progress at this school	11	44%	14	56%	0	0%	0	0%
The teaching is good at this school	16	64%	9	36%	0	0%	0	0%
The school helps me to support my child’s learning	12	48%	12	48%	1	4%	0	0%
The school helps my child to have a healthy lifestyle	11	44%	14	56%	0	0%	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)	9	36%	14	56%	0	0%	0	0%
The school meets my child’s particular needs	8	32%	17	68%	0	0%	0	0%
The school deals effectively with unacceptable behaviour	6	24%	14	56%	4	16%	1	4%
The school takes account of my suggestions and concerns	8	32%	14	56%	1	4%	0	0%
The school is led and managed effectively	10	40%	11	44%	2	8%	0	0%
Overall, I am happy with my child’s experience at this school	15	60%	8	32%	2	8%	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 all 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

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>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 pupils' 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.



16 September 2009

Dear Pupils

Inspection of Stoneydelph Primary School, Tamworth B77 4LS

You were all so welcoming when the inspectors came to see you. We really enjoyed talking to many of you. We have judged that you go to a satisfactory school and can see why you like school and why your attendance has improved. The inspectors were pleased with your good behaviour and the way you all try hard. The Nursery and Reception children are doing well. The children made some lovely shapes using dough and some were having great fun writing their names with their fingers using messy shaving foam, which was really clever.

The inspectors think all pupils in Years 1 to 6 are making satisfactory progress in lessons and this is helping most of you to reach the standards expected for your age when you leave at the end of Year 6. Your teachers and support staff provide you with a good curriculum which is especially fun because of the good opportunities you have to do art and design work, as well as ICT, music, drama, dance gymnastics and a very good range of sports. All these activities develop your interests and particular talents. The staff and governors work together to help the school to grow and develop still further. The inspectors were pleased to see that there have been satisfactory improvements to the school since your last inspection in 2007.

We have asked your teachers to help you improve even more. We think that pupils in Years 1 and 2 should be writing much more on their own and checking their work carefully. We would also like your teachers in Years 3 to 6 to help you do better in mathematics by giving you more opportunities to practise your number skills when solving problems. We have also asked both your teachers and governors to make better checks on how well you are doing, to make sure that you are always receiving good lessons and to be sure that those who fall behind get enough help. This will help you all to reach your learning targets.

You can all help too by carrying on trying hard. The inspectors thought that you were all really mature and sensible, so keep it up. I wish you, your parents, staff and governors the very best and I am so pleased to have met you all.

Yours faithfully

Charalambos Loizou

Lead Inspector

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