

Stockton Primary School

Inspection report

Unique Reference Number	125523
Local Authority	Warwickshire
Inspection number	340786
Inspection dates	30 June –1 July 2010
Reporting inspector	Steven Hill

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	103
Appropriate authority	The governing body
Chair	Mrs Janine Storer
Headteacher	Mrs Lucie Buran
Date of previous school inspection	5 February 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons or parts of lessons, taught by all four class teachers. Meetings were held with staff, governors and groups of pupils. Inspectors observed the school's work and looked at a variety of documentation, particularly that concerning safeguarding and pupils' progress. Questionnaires were analysed from staff, older pupils and from 27 parents and carers.

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

- the progress pupils are currently making, particularly in mathematics and for the more able
- to what extent pupils' good personal development has been maintained since the last inspection, particularly their spiritual, moral, social and cultural development
- the impact of the new curriculum on pupils' attitudes and standards, and the role of subject leaders in monitoring this.

Information about the school

Stockton is a small village school. The very large majority of pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. The children in the Early Years Foundation Stage are taught full-time in a Reception class. Three mixed aged classes cater for the older pupils. The governing body runs a before- and after-school club on the premises. The school site also accommodates a pre-school provision that is privately managed, and is inspected separately.

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

The most remarkable feature of Stockton is how the very harmonious ethos within this good school is translated into a sense of community within the village and beyond. This was illustrated during the inspection when pupils joined with new friends from their partner school in Izmir in Turkey, playing and working together enthusiastically despite their limited skills in each other's languages. The school's contribution to community cohesion is outstanding, and pupils' contributions to the school and wider community are excellent. Pupils thoroughly enjoy school, are proud of its successes and get on well with each other. Their behaviour is consistently good and they are adamant that bullying is not tolerated. Their good personal development, noted at the previous inspection, has been maintained and extended.

This consolidation of personal development has gone alongside a significant improvement in teaching and, consequently, in achievement. Pupils make good progress from starting points that are in line with expectations, and reach standards which are above average by the end of Year 6. A relative weakness in mathematics compared to English has been successfully addressed. This year, pupils' progress in mathematics has been good across the school. A key to the better achievement is the improved system for tracking pupils' attainment. Teachers use the resultant data well to match work to the different needs of individuals, so that all make good progress, particularly in English and mathematics. This is true of the most able, and of those pupils who have special educational needs and/or disabilities.

The pupils' interest and enthusiasm for learning are enhanced by an exciting and wide-ranging curriculum. This year, the International Primary Curriculum is being trialled, and its success is clear in pupils' positive responses. However, despite having very good arrangements to track pupils' achievement in English, mathematics and science, the monitoring of progress and provision in other subjects is not systematic enough. This means it is difficult to track the impact of the new curriculum on achievement in all subjects. The school has rightly identified this as a priority for future development. The care, support and guidance provided for pupils are good. These greatly support pupils' caring attitudes towards each other, their strong sense of responsibility, and the fact that they feel extremely safe in the school.

Many of the strengths in the main school are reflected in the Early Years Foundation Stage. A positive feature of the Reception class is how well the adults use the outdoor area to develop children's progress in a variety of ways. However, the lack of any sheltered area outdoors limits its use in bad weather.

Staff have worked together well under the clear guidance of the headteacher to improve

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pupils' progress. Good teamwork has focused successfully on raising standards in reading, writing and in mathematics. Regular monitoring of lessons and standards in these subjects has enabled leaders to give clear guidance to colleagues to help them improve their practice. However, such opportunities have been limited in other subjects. Despite this, the improvements since the last inspection, the school's clear and accurate identification of its own strengths and weaknesses, and the good teamwork between staff and governors show a good capacity to sustain improvements in the future.

What does the school need to do to improve further?

- Improve the school's overview of quality in subjects other than English, mathematics and science by:
 - completing the audit of different subjects that is currently underway
 - devising manageable systems to assess and record the attainment of pupils across the curriculum
 - giving subject leaders more opportunities to share expertise with their colleagues, particularly through working alongside them in class
 - using the resultant information to assess the impact of the new curriculum on achievement, and so making modifications to raise standards further.
- Devise strategies to make sure that the outdoor area for Reception can be used to good effect in bad weather including, when funds permit, by providing a covered section for some of the area.

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

Pupils are making good progress across the school. This was exemplified in a good mathematics lesson for pupils in Years 3 and 4 when they responded positively to the teacher's high expectations. Able pupils tackled difficult work with confidence, and pupils who find mathematics more difficult, including those with special educational needs and/or disabilities, made similarly good progress because they had work at the right level of challenge for them, and extra help and support from their teacher. In other lessons, skilled help from teaching assistants helps pupils to keep up with their classmates.

Pupils' spiritual, moral, social and cultural development is good. Pupils show great enjoyment for school and learning, and Year 6 pupils told an inspector that, 'Everyone puts in loads of work; teachers, parents and children.' They also agreed that, 'Everyone's friends and gets along; there's no bullying.' This contributes to their feelings of being very safe in school, as does their very secure knowledge about how they can help keep themselves and others safe. Pupils particularly value the links with their Turkish friends and agreed that learning Turkish is 'really special'. They are reflective about important issues, as Year 5 pupils showed in an excellent lesson when they considered the feelings of people who have been bullied. Pupils have a good understanding of healthy lifestyles, and join in physical activities with great enthusiasm.

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Their outstanding contribution to the community is shown by their bubbling enthusiasm for all aspects of school and village life, the conscientious way they undertake a wide variety of responsibilities around school, and in how older pupils automatically assume that they will look after and help younger children. Pupils are confident in putting forward their views and are convinced that these are valued and make a positive impact on school life, particularly via the work of the school council. Pupils' positive, outgoing attitudes, their good basic skills and their habits of hard work mean they are well prepared for the future, both in school and beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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?

A key to pupils' improved achievement is the consistently good teaching. Teachers manage classes well and maintain pupils' interest through lively explanations and a good pace. They often make good use of interactive whiteboards to clarify their explanations and to generate excitement. Occasionally, the pace slows when pupils are kept sitting listening to the teacher for too long without getting involved in hands-on experiences. Such occasions are rare, and lessons are often characterised by the good use of

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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practical experiences, and helpful opportunities for pupils to organise their thoughts by discussing things together. Pupils' ongoing progress is monitored well, and adults quickly intervene, if anyone goes astray, to bring them back on track. Pupils know their individual targets in mathematics and English, and good use is made of self- and peer-evaluation to help them understand how well they are doing.

The lively curriculum is enhanced by a good range of extra-curricular clubs and by a variety of visits and visitors. A strong local dimension is being developed, exemplified by the adoption of 'their' ichthyosaurus from the local quarry as the school symbol, and learning about a variety of linked aspects. The international dimension is also generating good cross-curricular links that make learning more meaningful and interesting to pupils. Older pupils are starting to learn to speak Turkish. The use of writing skills in a variety of other subjects is a particular strength.

The good care, support and guidance provided underpin many of the strengths in pupils' personal development. Pupils are given a clear social and moral framework, and are involved in the formulation of rules, so they follow them well. The staff know the pupils' needs and their families well and, with good use of a variety of outside agencies, ensure that pupils have the help they need to be fully included in all aspects of school life. Pupils whose circumstances make them vulnerable are given good support. Some pupils extend their school experience in the before- and after-school club. They enjoy the good relationships they have with the staff there, and are involved in a variety of interesting activities, developing their collaborative skills well.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has led staff well, with good support from the governing body, to make improvements in pupils' learning and so raise standards. The governing body knows the school's situation well, and is in a good position to hold it to account for its performance. The use of assessment by teachers to identify and address individuals' needs has been a central plank in raising standards, so that all pupils now achieve well. A lack of challenge for higher attainers in mathematics in previous years has been overcome. This demonstrates the school's clear and effective commitment to ensuring equal opportunities for all. Good use is made of a variety of partners to enhance this. Specialist support for pupils with particular special educational needs and/or disabilities is complemented, for example, by support from the local secondary school to provide

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higher levels of challenge for gifted and talented pupils. The partnership with parents and carers is also strong. They are consulted regularly by the school about specific issues, and their views are duly taken into account. Good safeguarding procedures ensure that all requirements are met, and documentation is well organised. The particular strength of safeguarding is the way that parents' and pupils' views are systematically sought and how swiftly the school responds to them. The school is a vibrant and cohesive community where all are valued. This extends to village life, for example through projects such as the community garden, which involve pupils, staff, parents and other local people. This local involvement is complemented by links to other parts of the United Kingdom, through direct contact with people from contrasting communities, such as the visit by a group of pupils from a school in London, and links to different schools locally and in Coventry. This is enhanced in the international dimension by the strong link with a Turkish school.

These are the grades for leadership and management

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	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Reception class. This is helped by the many improvements made to the accommodation since the last inspection, although there is still no covered area for outside play. The adults make good use of the otherwise well-equipped outdoor and indoor areas, with children able to move freely between the two. A variety of exciting activities ensures children are interested and engaged in learning through play. They have good relationships with the adults and feel safe and secure in the setting. A good balance is kept between adult-directed activities and those

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children choose for themselves. Adults are particularly skilled in intervening or joining in children's play, to challenge them to think or to extend their vocabulary and understanding.

Children enter the setting with attainment that varies considerably from year to year, but which is broadly in line with expectations. They make good progress and standards are now above average by the end of Reception in all areas of learning. Particularly good progress is made in children's early writing skills, helped by a strong focus on learning letters and sounds (phonics). For example, the teacher's lively sharing of a story about Dougal's Deep Sea Adventure helped them greatly with consolidating their phonic knowledge, as well as enthusing them to take part in a variety of linked play activities. Children get on well together, and cooperate particularly well, as was seen when they worked patiently and enthusiastically to build a large chute for tennis balls. The provision is led well, with good teamwork between staff and good use made of ongoing assessment to match activities to children's needs. The leader has a clear overview of the provision and of children's progress, and is continually working to improve both.

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

Parents and carers who returned the questionnaire were overwhelmingly positive about the school and what it provides for their children. They particularly value that their children are happy and safe in school, and that the teaching is good. A couple of parents expressed concern about the progress their children were making. Inspection evidence is that, whilst progress was sometimes too variable in the past, it is now consistently good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stockton 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	70	8	30	0	0	0	0
The school keeps my child safe	17	63	9	33	0	0	0	0
The school informs me about my child's progress	11	41	13	48	2	7	0	0
My child is making enough progress at this school	16	59	8	30	2	7	0	0
The teaching is good at this school	19	70	8	30	0	0	0	0
The school helps me to support my child's learning	16	59	10	37	1	4	0	0
The school helps my child to have a healthy lifestyle	12	44	14	52	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)	13	48	11	41	1	4	0	0
The school meets my child's particular needs	15	56	12	44	0	0	0	0
The school deals effectively with unacceptable behaviour	16	59	10	37	1	4	0	0
The school takes account of my suggestions and concerns	12	44	12	44	1	4	0	0
The school is led and managed effectively	16	59	8	30	1	4	0	0
Overall, I am happy with my child's experience at this school	17	63	9	33	1	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.



4 July 2010

Dear Pupils

Inspection of Stockton Primary School, Southam, CV47 8JE

Thank you for your very warm welcome when we visited your school. We enjoyed talking to you and learning about your views, as well as seeing you work hard in class. You told us that you like school and feel very safe there, and we could see why.

Stockton gives you a good education. You make good progress because your teachers are good at helping you to learn. They have got better in the last couple of years at making sure that you all are given work that is just right for you. This is because the adults have really good systems for keeping an eye on how well everyone is getting on in English, mathematics and science. We have agreed they are going to try to introduce systems to keep track of your learning in other subjects, to make sure you are all making good progress in these subjects too.

Stockton is a very happy school and you all make a great contribution to the community in the school by your sensible behaviour and by how well you all get along together. We found that you were thoughtful, friendly and considerate of other people. You are learning a lot about people in different parts of the world, and I was particularly pleased to be inspecting when your Turkish friends visited. I was very impressed by how well you all got on, even though your Turkish isn't yet quite as good as your headteacher's. You are growing up into enthusiastic and confident young people that your parents and your school can be proud of.

The children in Willow class get off to a good start in school and enjoy their time in the new outdoor area. I have agreed with the staff that they are going to find ways of helping them to use this area even when the weather is bad.

The staff are keen to keep making Stockton better and better, and I know you will help by keeping up your hard work and good behaviour.

Yours sincerely

Steven Hill

Lead inspector

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