

# Stockwell Primary School

## Inspection report

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<b>Unique Reference Number</b>	117819
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	379476
<b>Inspection dates</b>	6–7 March 2012
<b>Lead inspector</b>	Derek Pattinson

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	280
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Peacock
<b>Headteacher</b>	Christopher Coulter
<b>Date of previous school inspection</b>	16 October 2008
<b>School address</b>	Dodswell Grove Greatfield Estate Hull HU9 5HY
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## Introduction

### Inspection team

Derek Pattinson

Lindsay Hall

Freda Jackson

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 14 lessons spending seven hours observing the teaching of 10 teachers, and held meeting with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parents View) in planning the inspection. Inspectors scrutinised a range of documents including: the school improvement plan; recent reports to the governing body from the local authority School Improvement Office; Raising Attainment Plans and Reviews; safeguarding policies and records; assessment information; attendance information; and pupils' work in most classes. The 55 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

## Information about the school

This is a larger-than-average-sized primary school. The proportion of pupils from minority-ethnic groups and the proportion of pupils who speak English as an additional language are both well-below average. The proportion of pupils who have disabilities or who have special educational needs is broadly average. Over half the pupils on roll are known to be eligible for free school meals, which is well-above the national average. The school does not meet the current government floor standard, which sets the minimum expectations for pupils' attainment and progress. The school has achieved Healthy School status and the Active Mark for physical education. There have been a number of staffing changes since the last inspection, including the appointment of a new headteacher in April 2010.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. The school is not yet good because the quality of teaching across the school, including in the Early Years Foundation Stage, is too inconsistent and leadership and management, although improving, are not yet fully effective in driving improvement at a faster pace.
- All pupils, including those who are disabled or have special educational needs, make satisfactory progress as they move up through the school, although the rate of progress is better in some classes than it is in others. By the end of Key Stage 2 attainment is low. However, it is improving securely and the gap with the national average for attainment is narrowing.
- Teaching is satisfactory overall. Most lessons are typified by warm, caring relationships. However, some shortcomings in teaching hold pupils back from making faster progress. For example, pupils do not always have enough time to work independently and work is not always at the right level of challenge for different groups of pupils.
- Behaviour is satisfactory. In lessons, most pupils respond promptly to teachers' direction and work cooperatively with each other. Pupils' attendance is improving and is now broadly average, although a significant number of pupils are sometimes late for school. Pupils say they feel safe in school.
- The effectiveness of leadership and management is satisfactory and improving. Self-evaluation is accurate and the outcomes are used astutely to underpin performance management and target initiatives to drive improvement and improve teaching. However, it is too early for the full impact of improved leadership and management to be felt fully. Subject leaders are growing in confidence but are not yet fully accountable for standards and progress in their subject areas. The monitoring of teaching and pupils' work is regular but is not yet sharply enough focused on the quality of pupils' learning.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Make sure that by July 2013 teaching is consistently at least good by:
  - ensuring that all pupils have enough time to complete their work and that all activities are appropriately challenging
  - ensuring that pupils are clear about what they are learning and know how well they are doing
  - ensuring that teaching identifies and builds on what pupils have already learnt
  - making sure that marking is clear in showing pupils what they need to do to improve
  - ensuring that all activities in the Early Years Foundation Stage, especially in Reception, have a clear purpose and are supported by better quality resources.
  
- Strengthen the effectiveness of leadership and management by:
  - building on work already started to make subject leaders more accountable for pupils' attainment and progress
  - making sure that the monitoring of pupils' work and of teaching focuses sharply on pupils' learning
  - ensuring that the curriculum provides more effective opportunities across subjects to develop pupils' writing, spelling, punctuation and information and communication technology skills.

## Main Report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills that are generally well-below those typical for their age, especially in language and communication. They make satisfactory progress overall in the Early Years foundation Stage. In the Nursery progress is good because teaching, provision and leadership are all good. This good start is not maintained in the Reception class where progress slows to a satisfactory pace. This is because activities do not always have a clear enough sense of purpose and the range and quality of resources do not always enthuse children sufficiently.

Although attainment is below average by the end of Key Stages 1 and 2, it is on a secure and steady upward trend. Pupils make satisfactory progress overall in reading, writing and mathematics. For example, in literacy, Year 1 pupils begin to use interesting words in their writing, while Year 4 pupils learn to distinguish very well between fact and opinion. By the time pupils reach Year 6, they are confident in expressing their views as to whether an airport should be built locally, for example. Pupils develop their mathematical skills in Year 6 by using different strategies to double and halve numbers, including decimal numbers. Nevertheless, overall the rate of progress pupils make is uneven because the quality of teaching in both key stages is too inconsistent and there are too few opportunities in the curriculum to develop basic skills across subjects.

Most parents and carers believe that their children are making good progress and a large majority of the pupils think that they learn a lot in lessons all the time. In some classes this is an accurate assessment. However, because of the inconsistent quality of teaching, the

progress of all groups of pupils, including those who are disabled or have special educational needs, is also inconsistent and is satisfactory overall.

Attainment in reading is below average at the end of both Year 2 and 6 and improving because the teaching of reading is increasingly well-organised and resources are now more appropriate to pupils' interests and needs. Consequently, pupils are gaining more confidence as readers and enjoying reading much more. There are early signs that the school's efforts to close gaps between different groups of learners and subjects, including reading, are starting to have a positive impact.

## **Quality of teaching**

Teaching is satisfactory. It enables pupils to make satisfactory progress. While some teaching is good in all key stages, overall the quality of teaching is too inconsistent with too much that is satisfactory and a small amount that is inadequate to secure better than satisfactory progress overall. The quality of teaching is good in the Nursery because it promotes a safe, secure and welcoming environment and uses resources imaginatively and to good purpose. Teaching is also often good for older pupils in Key Stages 1 and 2. Most lessons are typified by sound relationships, the effective management of pupils' behaviour and effective use of encouragement and praise. As a result, and because teachers know their pupils well, pupils' spiritual, moral, social and cultural development is effectively promoted. The planned curriculum is at an early stage in breaking down barriers between subjects in meaningful ways to add relevance and excitement to pupils' learning. Nevertheless, it supports pupils' satisfactory progress.

Pupils make good progress and achieve well when: work is challenging; teachers' subject knowledge is secure; expectations are high; resources are carefully chosen to appeal to pupils' interests; time is used to good effect; and presentations are lively. For example, these features were all to the fore and led to outstanding progress in a Year 6 lesson in which pupils retold the story of 'The Billy Goats Gruff' from the troll's viewpoint. Support staff are deployed sensitively to ensure that pupils with special educational needs are fully included. Where teaching is less than good, pupils make slower progress and achieve less well. Such teaching is characterised by: giving pupils too little time to complete their work because teachers talk for too long; work being too easy or too hard; not making clear enough to pupils what they are learning about or how to measure how well they are doing; and not providing pupils with enough opportunities to evaluate what they have learnt or how challenging they found the work.

While some pupils know what they need to do to improve their work, many are less certain because marking often lacks pointers on what are the next steps. All parents and carers who completed the questionnaire, and most pupils, believe teaching is good. Inspectors judge teaching overall to be satisfactory because its quality and impact on pupils' learning are inconsistent.

## **Behaviour and safety of pupils**

Behaviour is satisfactory overall. Where teaching is good, pupils usually behave well. When teaching does not engage pupils fully in their learning and work is not matched to their needs, pupils become restless and lose focus. This slows progress. Pupils say that the few problems that occur in the playground are quickly dealt with by adults. They say that, 'Behaviour is much better now than it used to be.' and that they like the, 'restorative

practices' approach by the school, which helps them to, 'sort out arguments and become friends again'. Pupils agree that it is fair and applied consistently. As a result pupils are learning to understand the consequences of their actions on others and appreciate right from wrong.

Pupils develop well as responsible citizens, many taking pride in their efforts and achievements which are celebrated at regular assemblies. Pupils collaborate and cooperate effectively, such as when pupils in a Key Stage 1 literacy lesson discussed with a partner how their story might end. Many pupils talked spontaneously and freely to the inspectors as they moved around the school, engendering a genuine warmth and sense of welcome, illustrating clearly the strong and effective emphasis laid by the school on courtesy and politeness.

Most pupils clearly enjoy what the school provides. Despite this, not all pupils arrive punctually. Attendance is steadily rising and is now satisfactory because the school does a great deal to promote its importance. Parents, carers and pupils are generally positive about behaviour. However, a small minority of parents and pupils believe that behaviour is not always good and that the school does not always deal with inappropriate behaviour effectively. Inspection evidence indicates that behaviour is satisfactory overall and inappropriate behaviour is dealt with effectively so that its impact on learning is minimised. Almost all pupils feel safe in school, a view supported by all parents and carers who completed the questionnaires. Pupils generally like and trust their teachers who always listen to their concerns.

## **Leadership and management**

The school is improving under the increasingly effective leadership and management provided by the headteacher. He has forged strong partnerships, such as with the local academy high school to help meet pupils' needs as effectively as possible. Increasingly effective leadership and management, including that of the governing body, is systematically tackling weaknesses and starting to increase the rate of pupils' progress. Pupils' progress is tracked rigorously so that targeted and timely support can be provided as necessary. This is starting to raise achievement securely and narrow attainment gaps between different groups of pupils. Professional development of staff is strongly promoted as a means of helping to improve the quality and consistency of teaching. School development planning focuses strongly on raising pupils' attainment further and accelerating their progress. Subject leaders welcome the increase in responsibilities that they are given and are becoming increasingly effective in supporting the drive to raise standards. Teaching is monitored regularly. However, the focus of monitoring activities is too sharply focused on the mechanics of teaching rather than on teaching's impact on learning.

Pupils' spiritual, moral, social and cultural development is good and is given strong emphasis in the curriculum. Overall the curriculum is satisfactory and makes a sound contribution to pupils' satisfactory progress and achievement. Clubs, such as in cookery, art and sport, and visits, such as to the Humber Bridge, help broaden pupils' horizons. Investigative work in science and problem solving in mathematics help bring learning to life but these are at an early stage. Personal development is given strong emphasis with 'circle work' providing evidence of the good care, guidance and support pupils receive. Nevertheless, in some classes, writing, spelling, punctuation and information and communication technology are not given enough emphasis to help drive up standards.

The school's safeguarding arrangements fully meet requirements and give no cause for concern.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



8 March 2012

Dear Pupils

### **Inspection of Stockwell Primary School, Hull, HU9 5HY**

Thank you for your warm welcome and for sharing your views of the school by talking to the inspectors and returning the questionnaires. We really enjoyed our visit. You go to a satisfactory school that is improving securely.

Here are some of the things we like about your school:

- you enjoy school
- you like your teachers and usually behave well
- adults who work in school take good care of you
- your headteacher and the other teachers know what they need to do to make yours a good school
- you feel safe in school
- you get on well together
- you try hard with your learning even when it is not as exciting as it could be.

So that your school becomes a good school, we are asking the following things to happen:

- make sure that teaching is always at least good and that what you are asked to do in lessons is neither too hard or too easy and builds on what you already know
- make sure that you know how well you are doing and what you need to do to improve further
- give you more opportunities to improve your writing, punctuation and spelling and develop your information and communication technology skills so that you learn at a faster rate.
- make sure that leaders and managers focus sharply on how well you learn when they check on teaching.

We wish you all the best and hope you continue to try hard and enjoy your learning.

Yours sincerely

Derek Pattinson  
Lead inspector

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