

Stockwell Primary School

Dodswell Grove, Greatfield Estate, Hull, HU9 5HY

Inspection dates 5–6 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Strong and effective action has been taken to improve the quality of teaching. Teaching is good overall with some that is outstanding.
- Achievement is good. Pupils make good progress from their starting points so that by the end of Year 6 their overall attainment is average.
- Pupils with special educational needs make good progress.
- Pupils who are entitled to the pupil premium make good and often outstanding progress. Their attainment is well above that of their national counterparts and their classmates.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum and well-planned extra-curricular activities
- Pupils' behaviour is good. They are proud of their school and show respect and courtesy towards each other and staff. Pupils form good relationships with others and consequently feel safe and happy at school.
- The headteacher provides highly effective leadership and has created a happy and harmonious school. He has an ambitious vision which is shared by all staff and governors.
- The governing body plays an important and successful role in supporting and challenging the school and this is helping the school to continually improve.

It is not yet an outstanding school because

- The quality of teaching is not yet consistently high enough to ensure that all pupils make outstanding progress.
- Work planned for the most-able pupils is not always hard enough. As a result, the proportion of pupils who reach the higher levels of attainment in reading, writing and mathematics is below the national average.
- In some classes pupils are not encouraged to respond to or reflect on the teacher's marking and feedback and thereby correct errors and misconceptions.
- Pupils' work is not always presented neatly.

Information about this inspection

- Inspectors observed 20 lessons of which three observations were carried out jointly with the headteacher and deputy headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 1 to Year 6, two members of the governing body, senior leaders and a representative from the local authority. Informal discussions were also held with pupils at breaktimes and lunchtimes.
- The number of responses to the online questionnaire (Parent View) were too few to be meaningful. Therefore, inspectors had discussions with parents at the beginning of the school day and held a formal meeting with eight parents during the second day of the inspection to ascertain their views of the school.
- Inspectors analysed responses from staff to the inspection questionnaire.
- Inspectors observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding and child protection were also considered.

Inspection team

Anthony Kingston, Lead inspector	Additional Inspector
Victoria Johnson	Additional Inspector
David Halford	Additional Inspector

Full report

Information about this school

- Stockwell Primary is larger than the average-sized primary school.
- Since the previous inspection the school has experienced many changes in staffing.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority) is well above average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is well below average.
- The proportion of pupils who join the school other than at the usual time is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise pupils' attainment by:
 - ensuring that there is always enough challenge in the work provided in all lessons and for all groups of pupils, especially the more-able
 - increasing the proportion of pupils who reach the higher levels of attainment
 - providing more well-planned opportunities for pupils to develop their reading skills with more challenging and purposeful activities in guided reading sessions
 - encouraging and providing time for pupils to respond to the clear guidance given to them through marking and verbal feedback.
- Improve the presentation of pupils' work by:
 - implementing a consistent style of handwriting throughout the school
 - ensuring all teachers have consistently high expectations of how pupils present their work in all subjects.

Inspection judgements

The achievement of pupils is good

- The overwhelming majority of children start school with skills that are well below those typically expected for their age. Their speaking, reading and writing skills are particularly low.
- From their individual starting points children make good progress across all areas of learning throughout the Early Years Foundation Stage so that by the time they enter Year 1 their attainment is closer to but still below average.
- Since the time of the previous inspection standards have improved at a faster rate than that seen nationally. This is reflected in the well-above average proportion of pupils who make expected and good progress in reading, writing and mathematics. However, the proportion of pupils achieving the higher levels of attainment in reading, writing and mathematics is below the national average.
- At Key Stage 1 attainment dipped in 2013 to significantly below average. This was largely due to the high number of pupils who joined the school at other than the usual time and the very high proportion of pupils with statements of special educational needs. However, school progress data confirm that progress for these pupils is good. This was confirmed by lesson observations, scrutiny of pupils' work and hearing them read.
- At Key Stage 2 attainment remained in line with the national average in writing and mathematics though attainment in reading dipped to well below average.
- The school has responded to the dip in 2013 and current pupils are making good progress. Reading is a priority throughout the school. The linking of sounds and letters is taught well, although the proportion of pupils that attain the standard expected in the phonics check for six-year-olds is slightly below average. Pupils enjoy reading. This was exemplified by one pupil who said, 'Every book is a new adventure with unexpected twists and turns just like a maze.'
- Pupils are proud of their work but the quality of their presentation in some classes is untidy. This is because the school has not adopted a consistent style of handwriting and teachers do not always insist on the highest standards of presentation in pupils' books.
- The school promotes and checks that all pupils have equal opportunities. Different groups, including those who are disabled or who have special educational needs and those from different ethnic backgrounds make similarly good progress.
- The income received by the school to support the very high proportion of pupils known to be eligible for the pupil premium is spent wisely. As a result, these pupils flourish and make progress equal to, and often better than, their classmates. This results in levels of attainment for these pupils which are well above their national counterparts and above that of their classmates.

The quality of teaching is good

- Children in the Early Years Foundation Stage are helped to settle into school life by staff who are sensitive to their needs. The thoughtful use of space and resources help to create vibrant indoor and outdoor learning environments which capture children's imaginations. A particular strength is the focus all staff place on developing pupils' social, and speaking and listening skills.
- Recently appointed teachers and teaching assistants have brought new strengths that have added to the overall quality of teaching throughout the school. As a result, the quality of teaching in the large majority of lessons is good with some that is outstanding. No teaching is inadequate. However, not enough teaching is outstanding to ensure that a higher proportion of pupils reach the higher levels at both Key Stage 1 and Key Stage 2.
- In the best lessons the work is extremely well matched to pupils' needs and abilities, clear and precise explanations promote understanding and questioning skills enable teachers to swiftly assess pupils' learning and move them on quickly to more challenging activities. However, in a few lessons the work given does not always make them think hard enough. When this occurs,

pupils, especially the more able, do not always make the best possible progress.

- Expectations of behaviour are high and children behave well in lessons. Relationships are a strong part of school life and the pupils enjoy being praised.
- Reading for pleasure is promoted well throughout the school. However, in some lessons teachers do not provide enough time for pupils to engage in a wide or challenging enough range of reading activities through which they can apply and develop their reading skills. This prevents pupils achieving all that they are capable of.
- Marking and feedback to inform pupils on how well they are doing are frequent. The comments teachers make are helpful. In the best practice pupils are informed exactly of what they have done well, what they need to do to further improve and have opportunities to correct their errors and respond to teachers' comments. This good practice is, however, not seen in every classroom and as a result, opportunities are missed to ensure pupils reflect on their learning and correct any misconceptions.

The behaviour and safety of pupils are good

- The school provides an exceptionally caring and supportive environment in which all pupils and their families are valued. Pupils say they feel safe and enjoy coming to school. Their responses make a good contribution to the atmosphere of mutual respect and consideration for others in this calm and happy school.
- Teachers manage behaviour extremely well and resolve issues swiftly and quietly. Relationships between pupils and adults are excellent.
- Pupils speak confidently about how to deal with their worries and concerns, saying that their teachers are 'always there and ready to help'. Pupils are carefully nurtured as individuals and those with behavioural difficulties learn how to regulate their own behaviour. This was explained most eloquently by one child who described how teachers had helped him to regulate his own behaviour and as a consequence his circle of friends had grown.
- Pupils are clear about different types of bullying and reflect on the impact of their actions on others. Consequently, incidents of bullying and name-calling are rare. Parents and the school records support this view.
- The work of the headteacher and lead behaviour practitioner has been pivotal in improving communication between home and school. They have worked tirelessly to resolve any difficulties for those parents whose circumstances could adversely affect their child's performance at school.
- Pupils are reaping the benefits of the hard work school leaders have put into improving attendance. Attendance is now average.

The leadership and management are good

- The capable and uncompromising leadership by the headteacher has been key to the school's rapid improvement since the time of the previous inspection. With the support of the local authority and governors, he has made brave decisions and implemented many actions to bring this about. For example, following a period of considerable difficulties and changes in staffing he has built a strong team which shares an ambition to secure improvement. Consequently, the school has improved from being judged satisfactory previously to good now.
- Responsibilities are shared effectively among leaders and managers. Thorough analysis of data and sharply focused and rigorous checks on teaching and learning identify the school's priorities and ensure that self-evaluation is accurate. Actions are swift and clear in the school's improvement planning. Checks on the impact of change are effective in ensuring that improvements are sustained. As a result, teaching and pupils' attainment have improved. Teachers are set targets based on their performance and decisions about pay progression are linked to the achievement of these targets.
- Regular and appropriate training is provided for teachers and support staff. It is aligned tightly to the school's teacher appraisal systems.

- The local authority provides effective support to the school. It has an accurate understanding of the school's performance and has confidence in its ability to improve even further.
- The curriculum rightly focuses on the basic skills of reading, writing and mathematics while also making creative links between different subject areas. However, it does not provide enough time for pupils to engage in a wide and challenging range of reading activities through which they can apply and develop their reading skills.
- The curriculum is enriched by a range of activities through which pupils engage in a wide choice of exciting music, dance and sports clubs. These activities make a significant contribution to pupils' good spiritual, moral, social and cultural development.
- Although pupils already have numerous opportunities to participate in a wide range of sports, the school is using the additional physical education funding provided by the government to train teachers in coaching skills and to increase opportunities for pupils throughout the school. As a result, more pupils access a wider variety of after-school activities.
- Links with parents are strong. They appreciate all that the school does to support them and their children. This was exemplified by one parent who said, 'The teachers always go that extra mile. They support us and our children every step of the way'.
- **The governance of the school:**
 - Governors are committed to the school. They have a thorough knowledge of its strengths and areas for development. This is achieved through their regular visits to the school and the accurate, detailed information they receive about its performance. They support and challenge the school in equal measure so that there is a rightly sharp focus on pupils' achievement. Governors undertake training, for example in data analysis, and this means they are able to question school leaders knowledgeably about the progress of different groups of pupils and the quality of teaching. Governors fulfil their statutory duties well, carefully assess the headteacher's performance annually and link salary progression to teachers' performance. They know what the school is doing to tackle any underperformance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117819
Local authority	Kingston upon Hull City of
Inspection number	425808

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	315
Appropriate authority	The governing body
Chair	Michael Peacock
Headteacher	Christopher Coulter
Date of previous school inspection	6 March 2012
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