



Stockwell Primary School

Inspection Report

**Better
education
and care**

Unique Reference Number 117819
LEA Kingston-upon-Hull
Inspection number 280159
Inspection dates 24 January 2006 to 25 January 2006
Reporting inspector Mr Keith Bardon

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

Type of school	Primary	School address	Dodswell Grove Greatfield Estate Hull, HU9 5HY
School category	Community	Telephone number	01482 782122
Age range of pupils	3 to 11	Fax number	01482 781179
Gender of pupils	Mixed	Chair of governors	Mr Gary Dunlin
Number on roll	345	Headteacher	Mrs Linda Cobb
Appropriate authority	The governing body		
Date of previous inspection	1 June 2000		

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Introduction

The inspection was carried out by three additional inspectors

Description of the school

This is a large primary school near the centre of Hull. The school serves a community which is socially and economically deprived. Most children start school with attainment that is much lower than usual. Almost all pupils are of white British origin. A very small number of pupils speak English as an additional language. The proportion of pupils with learning difficulties and/ or disabilities is twice the national average. A relatively high proportion of pupils changes school part way through their primary education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with managers that Stockwell Primary is an effective school which provides pupils with a good education in challenging circumstances. Pupils' achievement is good but standards are a little below the national average. Teaching and learning are good. The drive to improve pupils' speaking and listening is helping to raise standards, but these important skills are promoted better in some subjects than others. Despite the good progress pupils make, their learning is adversely affected by poor vocabulary and general knowledge and an inability to remember important details. Many pupils have limited opportunities to learn at home. Pupils make good progress in their personal development. Staff and pupils get on well and pupils' behaviour is good. The school provides effective support for those who have problems with learning or behaviour. Provision in the nursery and reception classes is good and children achieve well, however many children do not attain the standards expected by the end of Reception. The curriculum is lively, and regular visits, visitors and extra-curricular activities enrich pupils' lives. The school takes good care of its pupils and this is fully appreciated by parents. Leadership and management are good and the school runs smoothly. Senior staff and governors monitor the work of the school carefully and have a clear understanding of its strengths and weaknesses. Action planning is thorough, although evaluations of exactly what is influencing pupils' achievement lack refinement. Since it was last inspected the school has moved forward and established a much stronger base for learning. Plans for the future are well founded and provide a firm foundation for improvement. The school provides good value for money.

not applicable

What the school should do to improve further

- Improve learning and raise standards by:
- promoting pupils' speaking and listening fully in all subjects
- increasing pupils' general knowledge
- helping pupils to acquire strategies for remembering important information.
- Fine tune evaluation procedures so that the school is able to act on detailed information about the factors influencing pupils' achievement.

Achievement and standards

Grade: 2

Achievement is good. This is a higher evaluation than that of the school. The last academic year was a difficult one for the school and Year 6 pupils found it particularly disruptive. Consequently, their performance in the national tests was well below that of recent years and the school missed its targets. Now that things have returned to normal, standards have picked up and pupils in Year 6 are achieving well. The school has set higher targets for 2006. These are challenging, but inspectors agree with the school that they can be attained. The emphasis the school is placing on improving pupils' speaking and listening is having a beneficial effect, particularly on standards

in English. Many pupils find mathematics difficult, often because they cannot recall important information. From a very low base, children make good progress in nursery and reception. However, they have a lot of ground to make up, and many enter Year 1 some way short of the targets for their age. Achievement in Years 1 and 2 is good and pupils make clear gains, but standards are below average at the end of Year 2. As a result of the effective support they receive, pupils with learning difficulties and disabilities, and those who speak English as an additional language, make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their social, moral, spiritual and cultural development, is good. Pupils enjoy school, participate willingly in what it offers and are keen to do well. This is reflected in their good attendance, which the school promotes very well. Pupils contribute to school rules and behave well. They have good relationships with adults and respect for one another. The need for sanctions for poor behaviour and the number of exclusions have reduced significantly in recent times. As a result, pupils are able to get on with the task of learning. Younger pupils find concentrating in lessons more challenging, but respond well to the strategies staff adopt. As they move through the school, pupils' attitudes to learning increase and mature. The oldest pupils are attentive in lessons, concentrate well and try hard. Achievements in pupils' personal development are celebrated well and pupils say this motivates them to try hard. Older pupils enjoy taking on responsibility and there are good opportunities for pupils to be involved in decision-making, to work together and show how enterprising they can be. This helps build pupils' self-esteem and gives them a sense of self-worth. Pupils develop a clear understanding of what constitutes a healthy life-style.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Lively activities in the nursery and reception classes stimulate children's interest in learning from the outset. The teaching in Years 1 to 6 has many positive features. Teachers set clear objectives so that pupils know what they are expected to learn and provide plenty of opportunities for them to share ideas and discuss ways of working. However, there are times when teachers do not check carefully enough pupils' understanding of what they have to do. Teachers set high expectations for pupils' behaviour and concentration. As a result, lessons are lively and productive. All pupils, particularly those with learning difficulties and disabilities or who are at an early stage in learning English, receive high quality support from teaching assistants who work in close consultation with teachers. Despite applying themselves well and making good progress in response to the effective teaching they receive, a number of factors constrain pupils' learning. Many have a poor memory and

do not retain knowledge easily. This, together with underdeveloped vocabulary for their age, a lack of general knowledge and a lack of opportunity to learn at home, places limitations on what they are able to achieve.

Curriculum and other activities

Grade: 2

The curriculum is broad, well organised and meets the needs of learners. The organisation of the curriculum into topics enables pupils to make links between subjects and enjoy lessons. The speaking and listening initiative in which the school is involved is gradually improving pupils' communication skills, but the project's best features do not yet extend across the whole curriculum. A wide range of visitors enriches pupils' experiences, and educational visits bring learning to life. Many pupils take advantage of the wide range of sporting, musical and creative extra-curricular activities. In response to parents' requests, younger children now have a well attended gymnastic club. School performances such as 'The Lion King' or 'Stars in their Eyes' promote confidence and are appreciated by parents. An annual residential visit for Year 6 pupils gives opportunities for them to be challenged physically and achieve success outside the classroom.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Relationships are strong and adults know pupils very well. The innovative structuring of small classes for those who have difficulties learning is an example of the attention to detail in supporting pupils. Pupils say they feel safe in school and know that they will be listened to sensitively if they have concerns. Arrangements to protect the most vulnerable pupils in school are good. Well informed teaching assistants successfully promote care and welfare for pupils whose home circumstances may be difficult. Productive links with external agencies enhance pupils' personal development. Pupils' progress is assessed and tracked rigorously and teachers use the information carefully to set them individual targets. Pupils' understanding of how well they are doing and what they need to do to improve is developing. Links with parents have improved since the last inspection but they are not yet involved fully in their children's learning.

Leadership and management

Grade: 2

The quality of leadership and management is good. Staff work closely as a team and there is unity of purpose. The school has a positive and inclusive ethos and a happy atmosphere. The headteacher and senior staff rigorously seek and implement ways to help pupils overcome the difficulties that affect their learning. Pupils who require additional help receive well planned support and effective management systems ensure the school is able to respond to the needs of the individual. Although the school had a difficult year in 2004-05, there has been clear progress since the last inspection. A

platform for learning, based on pupils' good behaviour, positive attitudes and regular attendance, has been established and achievement is steadily increasing. Procedures for monitoring the school's performance are comprehensive and provide accurate information. Consequently, senior staff and subject coordinators have a clear picture of the school's strengths and areas for development. Action planning to bring about improvement is thorough and opportunities to strengthen school procedures are utilised well. However, at times, the school's view of how effectively the actions it has taken are improving educational provision lacks detail, and the information managers need to make incisive decisions is not always available. Governors support the school well and ask challenging questions to ensure they have an accurate picture of its performance. The school's finances are managed efficiently.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Stockwell Primary School

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26 January 2006

Dear Children

Thank you very much for the very friendly welcome you gave us when we visited your school recently. Although we were with you for only two days, we thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked with us about the school. Stockwell Primary is a good school and we can understand why you enjoy it so much.

These are the things we particularly liked about the school:

the school is a happy place to be and everyone gets on well

children enjoy learning new things

children behave well and pay attention in class

children willingly help each other and the staff

adults take good care of the children and are always there to help

there are lots of very enjoyable visits, visitors and after-school clubs with something to interest everyone

children get a good start to school in the nursery and reception classes

all the staff are working hard to make Stockwell Primary even better and the school has a promising future.

We also looked at what the school might do next. Here are some of the things we suggested:

help children to broaden their knowledge of the world around them

look for ways to help children to remember more of what they have been taught

encourage children to speak correctly and listen carefully in all lessons

make sure that everyone knows exactly what to do to help children learn even more.

Yours sincerely
Keith Bardon
(Lead inspector)