

Stockwell Primary School

Inspection report

Unique Reference Number	117819
Local Authority	Kingston-upon-Hull
Inspection number	326690
Inspection date	16 October 2008
Reporting inspector	Linda Murphy

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	240
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Gary Dunlin
Headteacher	Mrs Linda Cobb
Date of previous school inspection	1 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Dodswell Grove Greatfield Estate Hull HU9 5HY
Telephone number	01482 782122
Fax number	01482 781179

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement, the quality of teaching and curricular provision and pupils' personal development. Evidence was gathered from observing lessons, scrutinising pupils' work, assessment data and school documents. Discussions were held with the headteacher, other staff, pupils and representatives of the governing body and local authority.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in the report where appropriate.

Description of the school

This average sized primary school serves an area of high disadvantage. Most pupils are White British. Eligibility for free school meals is twice the national average. The proportion of pupils who have learning difficulties and/or disabilities is well above average. A Nursery and Reception class form the Early Years Foundation Stage (EYFS) provision. Since the last inspection the numbers on roll have declined. A high proportion of pupils join and leave the school during their primary education other than at the usual times. In June 2007 flooding caused the school to move into the premises of another school for two months. Upon return, there followed a year of refurbishment which concluded in July 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that rises well to the challenges it meets. The school's aim to ensure that it is a community where everyone feels safe, happy and valued is met well. These attributes underpin pupils' good achievement and pupils' good spiritual, moral, social and cultural development. The school leaders emphasise pupils' emotional and social well-being as well as academic success. As a result, pupils grow into helpful young citizens with a clear understanding of right and wrong and how they can contribute to the school and the wider community. Pupils behave well. They are polite, increasingly confident and have very good attitudes to life. Parents agree that the school 'brings out the best' in their children. Pupils clearly understand how to keep safe and what constitutes a healthy lifestyle. They very much enjoy the breadth of physical educational opportunities open to them. These aspects reflect the school's achievement of the Healthy Schools award. Care, guidance and support are good overall; pastoral care is outstanding and very well supported through the school's excellent links with many agencies. All necessary safeguarding procedures are in place. A parent summing up the views of many commented on the 'high standard of care and encouragement' given to pupils.

Standards are below average. In 2007, standards were generally below average at both key stages and inspection evidence shows present standards are very similar to 2007. Nevertheless, pupils are making good progress from their very low starting points and achieving well because they are being well taught, well supported and being offered a good curriculum. Importantly, all groups of pupils achieve well. Pupils with learning difficulties and/or disabilities are able to make similar progress to other pupils because their extra needs are quickly identified and appropriate support given. Standards at Year 6 are adversely affected by the school's changing pupil profile. Any lost ground from the disruptions of last year is being rectified.

The good gains in speaking and listening and the work on improving pupils' memory and general knowledge have led to improvements in writing. Standards are lower in reading. In mathematics, relative strengths in pupils' attainment are in basic calculation, although because there is no agreed policy on calculation pupils can get mixed up about the methods they use. A weakness is that pupils find it difficult to apply their learning to solve simple mathematical problems.

Pupils are enthusiastic learners who wholeheartedly enjoy their work. This is because teaching and learning are of good quality. Relationships between staff and pupils are very good and lessons are managed well. Questioning requires pupils to think hard and staff have high expectations of how pupils should contribute. This not only promotes pupils' subject knowledge and skills but improves their confidence, independence and acquisition of language. Pupils say that 'teachers have faith in you' and 'give you an honest opinion of your work'. As a result of this and other guidance, pupils know how to improve. The match of work to pupils' needs is usually good. On the small number of occasions when work is less precisely matched to the pupils' needs, for example, in mathematics, learning is less effective.

The curriculum is very effectively based on suitably chosen whole-school projects. These provide pupils with a very good breadth of experience, with plentiful opportunities to contribute exceedingly well to the community and to find out about their cultural heritage and that of others. For example, pupils have gained very good insights into the changing fishing industry and the work of Wilberforce by studying local and global aspects of these topics. The curriculum is not yet outstanding because although it develops pupils' writing it has not yet had the same

impact on reading and mathematics. Extra activities including a residential experience broaden pupils' horizons very well.

Leadership is good. It has dealt with a declining roll well, for example, pupils in Key Stage 1 work in small classes which accelerates their progress. Difficulties caused by flooding have been overcome and new accommodation provides better than before for the EYFS. The distribution of management responsibilities serves the leadership well. The school's status as an Investor in People reflects the high priority given to staff's professional development to help meet the school's priorities. Recent changes to checking pupils' progress have resulted in improved systems. These have yet to be fully exploited to ensure pupils' even faster progress. Governance provides a good level of support and challenge to the school. Careful monitoring identifies areas for improvement and effective action stems from it. The school is in a good position to continue its success.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the EYFS with skills that are exceedingly low in comparison with those expected for children of a similar age. They achieve well, although by Year 1 are mostly working well below the expected levels in all areas of learning and, in particular, in communication, language, literacy and mathematical development. Good leadership ensures that the quality of teaching and learning are very effective and that the curriculum serves children's needs well. The school is developing the effectiveness of day-to-day assessment. The school's data shows that on entry boys' attainment and levels of independence are lower than those of girls. This is taken into account when planning the curriculum and extra support. On entry, an immediate focus on children's personal, social and emotional development pays dividends and aids children's good start to their education. Parents are happy with the good quality care and guidance that the EYFS provides for their children.

What the school should do to improve further

- Raise standards in reading across the school.
- Raise standards in applying calculation to solve problems in mathematics.
- Make rigorous use of the new systems to track pupils' progress so that pupils' achievement accelerates.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

16 October 2008

Dear Pupils

Inspection of Stockwell Primary School, Kingston-upon-Hull, HU9 5HY

Thank you for your help with the inspection. I agree with you and your parents that Stockwell Primary School is a good school. Staff are excellent at looking after you and they have a great many contacts out of school that help you too. As a result you grow into mature young people who have good attitudes to work. You behave well and wholeheartedly enjoy school.

You have exciting projects to study and gain an excellent understanding of how you can contribute to life at school and in the wider community. The school leaders set a good example for you.

You make good progress, including those of you in the Nursery and Reception classes, because the teaching is of good quality. You are best at writing and I have asked the school to help you improve in your reading and mathematics so you are equally good at all of these.

The school has made some recent changes in how it checks your progress. I have also asked staff to use these new arrangements well so that you make even faster progress.

You can help by continuing to really enjoy school and working hard to improve your reading and mathematics.

Yours sincerely

Linda Murphy

Lead inspector