

Stockingford Primary School

Cross Street, Nuneaton, Warwickshire CV10 8JH

Inspection dates

18–19 September 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not addressed weaknesses in teaching and pupils' outcomes with sufficient urgency.
- Leaders do not have an accurate understanding of the school's strengths and weaknesses. They have not tackled the most important priorities to raise standards.
- Leaders and governors do not check to make sure that improvement actions are making a difference. They do not have a clear strategy for improving the teaching of all staff. Consequently, too much teaching is weak.
- Leaders' checks on teaching do not focus on the difference teaching is making to pupils' learning. As a result, teachers do not receive the feedback they need to help them improve their teaching.
- Teaching does not support middle- and high-attaining pupils to make good progress. Consequently, these pupils underachieve.
- Teachers' expectations of what pupils are capable of achieving are not high enough.
- Teachers do not explain clearly to pupils what they are going to learn. As a result, pupils are often unsure about how to improve their work.
- Teaching does not build on pupils' prior learning effectively. As a result, pupils do not make the progress of which they are capable.
- Leaders do not have a firm grasp of information about pupils' progress. They do not use it effectively to hold teachers to account.
- Leaders and governors do not use the pupil premium funding effectively. Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities do not make enough progress from their starting points.
- Attendance is consistently below average. Leaders have failed to address pupils' high levels of persistent absence.

The school has the following strengths

- Leadership and teaching in the early years are good. Children make strong progress from their different starting points.
- Pupils feel happy and safe at school. They enjoy learning because of the interesting topics they study.
- Teaching in the resource base is strong. Adults support pupils' academic, social and emotional needs well.
- The recently appointed governing body is beginning to challenge leaders to improve the school.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the impact of leadership and management by ensuring that:
 - leaders take swift action to secure consistently effective teaching across the school
 - improvement plans focus on the most important priorities and include measurable success criteria so that leaders and governors can evaluate the impact of actions on improving teaching and pupils' progress
 - leaders at all levels have a strong understanding of assessment information and use this effectively to hold teachers to account for pupils' progress
 - checks on teaching focus on how well pupils are learning and how much progress they are making
 - middle leaders continue to develop their skills, so that they can play a full role in school improvement
 - the pupil premium funding is used effectively to improve disadvantaged pupils' progress
 - governors monitor and evaluate the effectiveness of the pupil premium funding and the primary physical education (PE) and sports premium, and make sure that reporting meets statutory requirements.
- Rapidly improve the quality of teaching and learning by ensuring that:
 - all staff have high expectations of what pupils can achieve
 - teachers have a strong understanding of the knowledge and skills pupils need at each age and stage of their development, particularly in English and mathematics
 - teachers receive the training, support and feedback they need to improve their practice and accelerate pupils' progress
 - assessment information is used to plan lessons that build on pupils' prior learning effectively, including when pupils move into a new year group or key stage
 - teaching sufficiently challenges middle- and high-attaining pupils to achieve the standards of which they are capable
 - staff assess pupils' learning in lessons and adapt teaching swiftly to meet pupils' needs so that all groups of pupils make strong progress
 - teachers provide pupils with clear guidance about how to improve their work

- disadvantaged pupils and pupils who have SEN and/or disabilities receive the right support so that they make good progress, particularly in English and mathematics.
- Urgently reduce the number of pupils regularly missing school so that attendance improves to be at least in line with the national average.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Newly qualified teachers may not be appointed.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The school is not providing a good quality of education for its pupils. Since the headteacher's appointment in February 2018, leaders have implemented a range of actions. However, because they do not have an accurate understanding of the school's weaknesses, these actions have failed to improve teaching and pupils' outcomes quickly enough. Leaders do not have a clear strategy for improving teaching and learning.
- Improvement plans do not prioritise the most important things that need to improve. For example, tackling pupils' poor attendance is not one of the school's four key priorities for improvement. Targets are too broad and plans do not enable leaders and governors to measure the impact of their actions on improving teaching and pupils' outcomes. Furthermore, leaders and governors do not routinely evaluate the progress being made towards improvement priorities. As a result, the pace of improvement has been too slow.
- Leaders are not taking the necessary steps to improve teaching swiftly. Although they have taken decisive action to address the very weakest teaching, significant pockets of poor teaching remain. Leaders' evaluation of the quality of teaching is overgenerous. This is because their checks on teaching focus on what teachers are doing, rather than on the impact of teaching on pupils' learning. As a result, pupils continue to make slow progress in many classes.
- The school's assessment information is unreliable. Leaders do not have a clear understanding of how to interpret the data they collect. They do not use information about pupils' progress to hold teachers to account effectively. Leaders do not compare the progress of disadvantaged pupils and pupils who have SEN and/or disabilities with other pupils. As a result, they do not know if gaps in pupils' achievement are closing.
- Leaders have accessed support from the local authority and other schools. They have acted on advice and introduced some new approaches to teaching. However, leaders have not refined these approaches to meet the needs of the school. They have not checked closely to find out what is working and what is not.
- Leaders do not identify disadvantaged pupils' barriers to learning accurately. As a result, leaders do not target support at the things that will make the most difference to these pupils' learning. Leaders do not make adequate checks to ensure that teaching and additional support is successful in enabling this group of pupils to learn well. As a result, disadvantaged pupils are not making enough progress.
- Until recently, the role of middle leaders has been underdeveloped. Middle leaders now have clear roles and responsibilities. The English and mathematics leaders have secure subject knowledge and are keen to make a difference. They have started to develop their leadership skills. However, despite the positive start they have made, it is too soon to see the impact of their work.
- Appropriate use is made of the primary PE and sport premium funding to broaden the range of sporting activities that pupils take part in during PE lessons and at breaktimes and lunchtimes. Under the leadership of the new headteacher, sport and PE now have

greater priority in the curriculum. However, leaders have failed to publish details of the use and impact of this funding on the school's website, in line with statutory requirements.

- The curriculum provides pupils with a range of motivating learning opportunities. Staff choose topics carefully to appeal to pupils' interests. Trips and visitors support pupils' learning across the curriculum well. However, the curriculum focuses heavily on the development of pupils' English skills. As a result, pupils' progress in skills specific to other subjects is variable.
- Pupils develop socially, morally, spiritually and culturally through a range of activities that leaders provide. Pupils learn about values, including British values, through the curriculum and assemblies. They have a good appreciation of different faiths and cultures. As a result, pupils show respect towards others. This prepares them well for life in modern Britain.

Governance of the school

- In September 2017, a new governing body replaced the existing board. The governing body has grown steadily in size over the past 12 months, although a small number of vacancies remain.
- Governors have accepted leaders' evaluations of the quality of teaching too readily. As a result, they have an overgenerous view of the quality of teaching and have allowed weak teaching to continue.
- The governing body has not held leaders to account for the use of the pupil premium funding effectively. Governors have not made sure that reports about the use and impact of the funding are suitably evaluative. As a result, governors do not know what disadvantaged pupils' barriers to learning are or how well leaders are addressing these. They do not know which strategies are making the most difference to pupils' learning and if they are providing value for money. This means that the funding is not having the necessary impact on improving disadvantaged pupils' achievement.
- Governors have not checked how well leaders are using the primary PE and sports premium funding. They have not ensured that reporting on the school's website meets statutory requirements.
- The governing body offers considerable experience and expertise. They are committed to the school and to improving pupils' outcomes. Governors visit regularly to meet with leaders and see the work of the school at first-hand. These visits are helping governors to develop an accurate understanding of the school's strengths and weaknesses.
- Governors increasingly challenge leaders about key aspects the school's performance, particularly in relation to pupils' outcomes. Governors analyse the school's assessment information and ask probing questions about the achievement of pupils in different year groups and subjects.

Safeguarding

- The arrangements for safeguarding are effective.

- Staff receive regular training on a range of safeguarding themes. As a result, they are up to date with the latest safeguarding guidance. Staff understand their responsibilities in keeping pupils safe and are clear about when and how they should report concerns. Newly appointed staff are well briefed about the school's safeguarding procedures.
- Staff record concerns about pupils' welfare in detail. Leaders respond to these concerns promptly and take effective action to keep pupils safe, including making referrals to external agencies when needed. However, leaders have been slow to act on the local authority's advice to review recording procedures so that they can efficiently track the number and nature of referrals. Leaders have recently introduced a new electronic recording system, but this is not yet fully operational.
- Leaders make the required checks on all adults who work in the school, including supply staff. They carry out regular risk assessments to ensure that pupils are safe, for example on school trips. Leaders and governors ensure that the school site is secure.
- Almost all parents who responded to Ofsted's online questionnaire, Parent View, feel that their children are safe and well looked after at school.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching is inadequate because there is too much weak teaching to raise standards quickly. Pupils in too many classes are not making enough progress.
- Teaching does not build on prior learning effectively. Teachers do use information about what pupils know, understand and can do to plan work that matches pupils' needs. As a result, work lacks challenge for middle- and high-attaining pupils, and these pupils underachieve. Pupils spoken to during the inspection commented that they frequently find work too easy.
- Teachers' expectations of what pupils can achieve are not high enough. They do not have a clear understanding of the standards expected for pupils at each age and stage of their development. This results in pupils making insufficient progress in their learning. For example, when pupils move into a new year group, teachers do not plan challenging enough work. This limits pupils' progress, and in some cases the quality of pupils' work deteriorates, particularly in writing.
- Teachers do not check how well pupils are learning in lessons. Consequently, pupils spend too much time completing work that does not match their needs, and teachers do not move pupils on quickly enough in their learning. As a result, pupils across a range of groups and abilities do not make the progress they should.
- Teaching lacks focus and precision. Teachers explain the tasks pupils need to complete but do not make the learning explicit. Pupils do not receive enough guidance on how to improve their work. As a result, too often, pupils can explain the activity they are doing but are not clear about what they are learning. They do not know how to make their work better.
- Teachers do not have a secure enough understanding of how to support the learning of key groups of pupils, including disadvantaged pupils. This is because training does not equip teachers with the skills they need to ensure that all pupils make strong progress.

- Work does not challenge the most able pupils appropriately. Teaching does not deepen their learning and understanding. As a result, these pupils do not achieve the high standards of which they are capable.
- The teaching of reading does not support pupils to make good progress. Low-attaining pupils do not use their phonic skills effectively to read unfamiliar words. The books that pupils read do not match their reading abilities closely. Consequently, some pupils read books that are too easy, which limits their progress.
- In mathematics, the change to a different teaching approach at the end of last academic year means that pupils have more opportunities to apply their mathematical understanding to reason and solve problems. However, this is not consistent across the school.
- Teachers set targets to address the individual needs of pupils who have SEN and/or disabilities. They plan tailored support to enable these pupils to achieve their targets. However, teachers do not review pupils' progress towards their targets regularly enough. This limits pupils' progress.
- There is some effective teaching in the school. For example, in Year 6 teachers make good use of questioning to check pupils' understanding and deepen learning. In English, they use their strong subject knowledge to support pupils to develop their understanding of vocabulary.
- Strong relationships between staff and pupils create a positive atmosphere for learning. As a result, pupils are keen to learn. When they receive effective teaching, pupils respond well and make good progress.
- Adults in the resource base skilfully support pupils to become confident and successful learners. They plan work carefully to meet pupils' individual needs. Individual and small group teaching extends pupils' knowledge and skills well. As a result, pupils make strong progress from their different starting points.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have worked hard to embed the school's values in the daily work of the school. Consequently, pupils have a strong understanding of these values and what they mean for them. For example, pupils can explain how they show respect in their behaviour and attitudes towards others.
- Pupils are proud of their school. They enjoy the opportunity to take on different responsibilities; for example, as members of the school council and e-safety cadets.
- The curriculum develops pupils' confidence and self-esteem successfully. As a result, pupils are articulate and express their views clearly.
- Leaders promote tolerance successfully through assemblies, fundraising and learning about different faiths and cultures. As a result, pupils appreciate differences between themselves and other people.

- In lessons, most pupils show positive attitudes to learning and listen carefully to adults and each other. They apply themselves well to activities, even when they complete tasks quickly because they are not challenging enough. Most pupils take pride in the work they produce.
- Pupils understand what bullying is. They are aware of different types of bullying, for example verbal, physical and cyber bullying. Pupils say that bullying sometimes happens and that when it does, adults deal with it quickly and successfully. Although a small number of parents raised concerns about bullying in their response to Parent View, inspectors were satisfied that leaders manage any incidents effectively.
- Pupils value the support they receive from staff. They feel safe at school because adults care for them well. Pupils learn about different ways to keep themselves safe, for example when playing in or near water and when using the internet.
- The breakfast club provides pupils with a calm and positive start to the school day. Relationships between adults and pupils are strong. Pupils engage in a range of interesting activities and behave well.

Behaviour

- The behaviour of pupils is inadequate. This is because attendance is consistently low and shows little sign of improvement. Pupils' rates of absence and persistent absence are high. Absence in 2016 and 2017 was in the highest 10% of schools nationally. In 2018, this did not improve. Persistent absence has been much higher than the national average for the past two years. This trend continued in 2018, with 17% of pupils persistently absent from school. The current national average is less than nine per cent. Leaders have failed to address these high rates of absence.
- Pupils have a clear understanding of the behaviour policy that leaders have recently introduced. They know the importance of school rules and say that behaviour is improving, which is helping them to learn more successfully.
- Pupils who have difficulty managing their emotions and behaviour receive increasingly effective support through nurture groups, one-to-one support and alternative learning activities. As a result, leaders' records show that the number of incidents of poor behaviour that lead to fixed-term exclusions is decreasing. Even so, rates of exclusion remain high.
- At breaktimes and lunchtimes, pupils socialise together happily. Most pupils move around the school sensibly.
- At times, some pupils lose concentration when learning does not meet their needs.

Outcomes for pupils

Inadequate

- Outcomes are inadequate because pupils do not make the progress of which they are capable.
- Pupils' progress by the end of key stage 2 is below national averages. In 2017, pupils' progress in reading, writing and mathematics was in the lowest 10% of schools

nationally. In 2018, pupils' progress improved slightly, but remained low, particularly in reading and mathematics.

- The proportions of pupils achieving the expected standards in reading, writing and mathematics at the end of key stage 2 have been below national averages for the past three years. Although they rose slightly in 2018, too many of these pupils had not made strong progress from their starting points.
- In 2017, pupils' attainment in reading, writing and mathematics in key stage 1 was in the lowest 10% of schools nationally. In 2018, the proportions of pupils achieving the expected standards increased significantly, particularly in writing and mathematics. However, work in pupils' books shows that these standards are not being maintained.
- Current pupils are not making the progress needed to catch up from previous underachievement. In some year groups, the proportions of pupils making the progress they should are low, especially in writing and mathematics.
- Middle- and high-attaining pupils do not receive work that challenges them and deepens their learning. As a result, too few of these pupils have the knowledge and understanding to exceed the expected standards at the end of key stage 1 and key stage 2.
- Disadvantaged pupils do not make enough progress in reading, writing and mathematics in both key stages. Leaders do not ensure that these pupils receive the support they need to improve their progress.
- The quality of support pupils who have SEN and/or disabilities receive is variable. As a result, too few of these pupils make the progress they should in reading, writing and mathematics.
- Outcomes in phonics at the end of Year 1 are broadly in line with the national average. However, pupils do not use their phonic skills consistently well to read unfamiliar words and to spell accurately.
- Poor transition into Year 1 means that pupils cannot build on the strong start that they make in the early years. Rather than moving forwards, pupils fall back in their learning.
- Pupils in the resource base make strong progress towards their individual targets. This is because teaching meets these pupils' needs closely.

Early years provision

Good

- Leadership and teaching in the early years are good. The early years leader has high expectations for teaching and children's learning. She has an accurate understanding of the strengths and weaknesses in the provision. This is because she makes regular checks on teaching and children's progress. The early years leader works closely with staff across the early years to secure effective teaching in all classes.
- Most children start school with knowledge and skills below those typical for their age, particularly in language and communication. Children make strong progress from their starting points. They are well prepared for learning in Year 1.

- The early years staff create a positive and welcoming environment. They prioritise building strong relationships with children when they start school. As a result, children are happy to come to school.
- Teachers have clear expectations of children's behaviour and apply these consistently across the early years. As a result, children behave well and settle quickly into the routines of learning.
- Teachers plan interesting activities that engage children and capture their interest. As a result, children are swift to choose activities and sustain their concentration well, even in their first few days of starting school.
- Teaching develops children's speaking and listening skills well. Adults model vocabulary and encourage children to talk. They assess children's individual speech and language needs and give precise support to improve children's skills. Consequently, children make strong gains in communication and language.
- Work in learning journals shows that children benefit from a broad, rich curriculum. There is a balance between teacher-led activities and opportunities for children to explore and learn by themselves. This helps to develop children's independence.
- Teachers use assessment information well to identify gaps in children's learning and provide extra support to help those children who need to catch up. As a result, children, including those who are disadvantaged and children who have SEN and/or disabilities, make strong progress across the different areas of learning.
- Additional adults are not consistently effective in supporting children's learning across the early years.

School details

Unique reference number	125543
Local authority	Warwickshire
Inspection number	10042864

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	696
Appropriate authority	The governing body
Chair	Helen Martin
Headteacher	Tracey McGeever
Telephone number	02476 382277
Website	www.stockingfordprimary.co.uk
Email address	head2121@we-learn.com
Date of previous inspection	9–10 February 2016

Information about this school

- Stockingford Primary School is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average. The number of pupils with statements of special educational needs, or education, health and care plans, is broadly in line with the national average.
- There are four classes in each year group in the Reception Year, Year 2, Year 3, Year 4 and Year 6. There are three classes in Year 1 and three classes in Year 5.
- There is a resource base at the school that caters for up to 6 pupils with an education, health and care plan for autism.
- The school runs a breakfast club.

Information about this inspection

- Inspectors observed pupils' learning in parts of 48 lessons. 27 of these observations were undertaken jointly with senior leaders. Inspectors observed small group intervention sessions. One inspector visited the breakfast club.
- An inspector listened to a group of pupils read and talked to them about their reading.
- Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes.
- Inspectors spoke formally with two groups of pupils as well as talking to pupils in lessons and around the school.
- Inspectors examined the quality of work in pupils' English, mathematics and topic books jointly with senior leaders. An inspector scrutinised children's learning journals.
- Discussions were held with the headteacher, two deputy headteachers and other school leaders. The lead inspector spoke to a representative from the local authority.
- Inspectors met with two groups of school staff to gather their views on safeguarding, professional development, school improvement and pupils' learning. They also took into consideration the 28 responses to Ofsted's online questionnaire.
- The lead inspector met with the chair and vice chair of the governing body and two governors.
- Inspectors reviewed a wide range of documentation, including the school's self-evaluation and improvement plans, information about current pupils' achievement, records of checks made on the quality of teaching, records relating to safeguarding, minutes of meetings of the governing body and information on the school's website.
- Inspectors took into consideration the 17 responses to Ofsted's online questionnaire, Parent View, and two further communications from parent. Three inspectors spoke to parents at the beginning of the school day.

Inspection team

Claire Jones, lead inspector	Her Majesty's Inspector
Devinder Riat	Ofsted Inspector
Anna Smith	Ofsted Inspector
Jason Brooks	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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