

Stourport Primary School

Park Avenue, Stourport-on-Severn, DY13 8SH

Inspection dates 25–26 September 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.

- Children get a good start to their learning in the two Reception classes. As a result, they gain in confidence and settle quickly into school.
- Pupils are now making much faster progress that at the time of the last inspection and standards have risen for all groups of pupils throughout the school. They make good progress in reading, writing and mathematics.
- Parents are supportive of the school and say that their children are safe and well cared for.
- Pupils' spiritual, moral, social and cultural development is good. As a result, behaviour is good and the school provides a calm and orderly environment in which pupils show good attitudes to their learning.
- Pupils enjoy school and especially the wide range of opportunities open to them outside lessons. These include sporting activities, musical tuition and a much enjoyed mathematics club. One pupil said that they 'could not think of anything the school could do to improve'.
- The strong leadership of the headteacher, supported effectively by governors and staff, has brought about improvements in teaching, which is now good.
- Resources for learning, including the building and grounds, are of very high quality and contribute to pupils' feelings of pride and self-esteem.

It is not yet an outstanding school because

- Pupils' targets in English and mathematics are not always challenging enough or easily understood. Teachers do not refer to them often enough when marking pupils' work.
- The systems in place to monitor the progress of individual pupils are cumbersome and time consuming. They do not match the quality of those used to analyse the average progress of different groups of pupils.

Information about this inspection

- Inspectors observed teaching in all classes and the teaching of small groups of pupils. They visited 16 lessons, three of which were joint observations with the headteacher.
- They had discussions with pupils, parents, staff, members of the governing body and a representative of the local authority.
- They looked at pupils' work in all year groups.
- The inspectors examined a range of the schools' documents, including the school's records to track the progress pupils are making, records of accidents and incidents, information on the monitoring of teaching and the school's development plans.
- The views of 24 parents were analysed through the Parent View website. In addition, inspectors spoke with parents at the start of the school day. Responses to an inspection questionnaire from 16 staff were also taken into account.

Inspection team

Sheelagh Barnes, Lead inspector	Additional Inspector
Elizabeth Buckingham	Additional Inspector
Trevor Neat	Additional Inspector

Full report

Information about this school

- Stourport is an average-sized primary school, housed in a new building since January 2012.
- The large majority of pupils are from White British families with around a fifth from Traveller, Gypsy and Romany heritages.
- The proportion of pupils supported through the pupil premium – additional government funding for looked after children and pupils known to be eligible for free school meals – is above average.
- The proportion of pupils support through school action is above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is also higher than average. These pupils have mainly behavioural, social and emotional difficulties, or speech, language and communication needs.
- The school meets the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress.
- Four new staff joined the school in September, some of whom are at the start of their teaching career. The leadership team was re-organised at the same time and several teachers have new management responsibilities.
- A nursery and out-of-school and breakfast clubs operate on the school site. These are privately run and are inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by all teachers:
 - ensuring that pupils have clear and challenging targets that they know, fully understand and refer to regularly when doing their work
 - taking more opportunities when marking work to tell pupils what they need to do to improve their work still further.
- Ensure that the systems used to monitor pupils’ progress are easy to use and efficient, so that leaders can swiftly spot any slowing of progress by individual pupils at all levels of attainment.

Inspection judgements

The achievement of pupils is good

- Children start school in the two Reception classes with skills and knowledge below the levels that are typical for their age. They make a good start to their school life because of the well-planned routines and the good communication with the pre-school settings the children have attended. As a result, children make good progress and are closer to expected levels in most areas of learning when they move to Year 1. In mathematics, last year, levels were slightly above those expected.
- Pupils are systematically taught phonics (the relationship between letters and the sounds they make). In last year's national phonic screening for Year 1, results were above the national average. Pupils who did not score as highly as others have been given extra support to help them to catch up with their classmates.
- The progress pupils make has accelerated in the last three years. Throughout the school, pupils from all groups and of all levels of prior attainment achieve well and make good progress. This includes those supported through the pupil premium, disabled pupils and those who have special educational needs. Progress in mathematics is even stronger than in reading and writing. This is as a result of the recent focus on improving teachers' skills in teaching this area of learning.
- In Key Stage 1, pupils make good progress so that, by the end of Year 2, standards in reading, writing and mathematics are broadly average. This represents an improvement over the last three years.
- In Key Stage 2, progress continues to be good. As a result, standards at the end of Year 6 in 2013 were higher than those attained in previous years and much higher than the national results of 2012.
- Disabled pupils and those who have special educational needs make similar progress to their classmates, as do pupils who are supported through the pupil premium. This funding has been used to increase the ratio of adults to pupils to ensure that all these pupils, including potentially higher-attaining pupils, are supported in class by extra adults when the need arises. In 2012 pupils supported through the pupil premium slightly outperformed the rest. In 2013 the gap between their attainment and that of other groups was minimal, so that they attained similar standards to other pupils.
- Pupils from Gypsy, Romany and Traveller backgrounds make progress that is in line with their classmates and better than these groups of pupils nationally.

The quality of teaching is good

- The quality of teaching has improved considerably since the previous inspection and is now good. The school's own monitoring records and the teaching and learning observed during the inspection indicate that teaching is nearly always at least good and is sometimes outstanding.
- Teachers in all year groups plan lessons to make sure that they are interesting to pupils. For example, in an excellent mathematics lesson, pupils in Year 6 became fully engaged with their investigations, and concentration and motivation levels were high. As a result, pupils developed their confidence and self-esteem and made excellent progress.

- Pupils are given work that effectively matches their needs and abilities. For example, phonics sessions are taught with great consideration for pupils' prior attainment and ability. Consequently, support and challenge are at the right levels to enable pupils to make good progress, and standards last year well exceeded national results.
- Teachers regularly ask pupils questions to make them think deeply about their learning. They gauge how well pupils understand the work by this method and also by asking for pupils' own evaluations of how confident they are that they have succeeded in the task at hand.
- Adults who help in class are well informed and used effectively by the teachers. Their work has a positive impact on the progress pupils make in lessons and the extent to which they take a full part in school life. This is particularly the case for higher-attaining pupils, disabled pupils and those who have special educational needs. As a result, there is equality of access for all pupils to all activities.
- Behaviour management is effective. Pupils know what is expected of them because a consistency approach is used throughout the school. Pupils listen and pay attention because all adults have the same high expectations. There is a positive climate for learning throughout the school.
- Pupils are given individual written targets to aspire to in reading, writing and mathematics, which are easily accessible at all times. However, not all of these are challenging enough. Some are not written in language that is easily understood by pupils and they are often not referred to in lessons by teachers. As a result, pupils' progress is good, rather than outstanding.
- Marking is regular and includes many positive and encouraging comments. However, when teachers mark work, they do not always remind pupils of the particular things that they need to do to improve their work. As a result of these missed opportunities, pupils' progress is not as fast as it could be.

The behaviour and safety of pupils are good

- Pupils know what is expected of them. As a result, their behaviour around the school and in lessons is good. Pupils are aware of the different types of bullying, including that based on prejudice and cyber bullying, but feel this does not often happen in their school. They say bullying is very rare, and that they enjoy school and feel safe.
- Pupils move around the large building in an orderly manner. The general atmosphere is calm. As a result of the behaviour modelled by all staff, pupils are confident that adults will treat them with respect. They introduce themselves to visitors and answer questions in an open manner.
- Pupils have good attitudes to learning. They enjoy their lessons and are keen to do well.
- Most parents confirm that their children enjoy school and that they believe them to be safe. One parent expressed this when talking to inspectors saying, 'I can go to work confident that my children are safe and well looked after.'
- Attendance has improved since the previous inspection and is now average. This is as a result of the focus that school leaders have placed upon the importance of coming to school regularly. Pupils are rarely late for school.

- Pupils are well cared for in school and are confident that they can confide in an adult if they need to. The school is sensitive to the needs of those pupils whose circumstances may make them vulnerable, including disabled pupils and those who have special educational needs. Good support for pupils who experience social or emotional difficulties enables them to make good progress towards their targets.
- The good personal, social and health education and provision for their spiritual, moral, social and cultural development helps them to reflect on issues that affect their lives and the lives of others. This has created a happy and harmonious school community and encourages pupils' independence and responsibility.

The leadership and management are good

- The headteacher is well supported by staff and governors. She shares with them a clear ambition for the school to provide an excellent education for all pupils. Her leadership and focus have resulted in a significant improvement since the previous inspection. Standards have been improved through the rigorous monitoring of teaching and pupils' progress, combined with training and support for teachers.
- Leaders have a good awareness of the school's main strengths and weaknesses. The improvement plan is focused on the right priorities to further improve achievement.
- Subject leaders are developing their skills to monitor teachers' planning and pupils' progress effectively by checking planning, assessment, lessons and work in pupils' books. As yet, they do not make enough use of the school's analysis of the progress of different groups of pupils in each class.
- The headteacher monitors pupils' progress across the school using a data analysis program, which swiftly compares the average progress of all groups. However, the identification of individual pupils who have made more or less than the expected progress in each area of learning is a much more time-consuming manual task. The progress of individual pupils is checked class by class with teachers regularly, but this is not early enough to spot arising issues and put in place remedial actions to ensure progress is consistently as rapid as possible.
- The use of sports funding has been planned carefully to develop teachers' and pupils' skills.
- There are strong and productive links with other local schools. The schools and pre-school settings work together in a way which is beneficial to pupils and their parents. There are good links with the secondary school to which most of the pupils transfer, so that teachers are confident that pupils have been well prepared for the next stage of their education. This all has a positive impact on school improvement and standards.
- The local authority has provided the school with good quality support. Governors have benefited from training provided by the local authority. This enables them, for example, to be confident in appointing new staff and in financial management and data interpretation. This has been a contributory factor in improving teaching and learning.
- **The governance of the school:**
 - The governing body ensures that the school fully meets the requirements for safeguarding children. Policies are regularly reviewed to ensure that children are kept safe and free from harm. Governors have a good understanding of what the school does well and what needs to

be improved. This knowledge is based upon regular monitoring and presentations to governors by all staff with leadership responsibilities. Governors confidently interpret data as a result of good-quality training provided by the local authority. As a result they are able to support and challenge the headteacher about the quality of teaching and pupils' achievement. They ensure that the requirements for the management of teachers' performance are met, including ensuring that teachers' pay rises are linked to pupils' achievements. They have a good understanding of how the pupil premium funding is spent, and the impact this has on the achievement of the pupils it supports.

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	135038
Local authority	Worcestershire
Inspection number	427021
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Julie Holmes
Headteacher	Jacqueline Elwis
Date of previous school inspection	17 January 2012
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