

Stoke Prior First School

Ryefields Road, Stoke Prior, Bromsgrove, B60 4ND

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement is outstanding in all subjects and has been for a number of years. At Key Stage 1 standards in reading, writing and mathematics are significantly above average with increasing numbers of pupils gaining the higher levels.
- Current achievement shows that pupils are on track to continue to improve upon these results.
- Pupils achieve exceptionally well because teaching is consistently good and increasingly outstanding. The best teaching involves pupils fully in assessing their learning.
- All groups of pupils make outstanding progress because of the high quality and well-timed support they receive from their teachers and other adults.
- Attendance is above average because pupils enjoy coming to school. They behave exceptionally well and feel safe. They show interest and concern for one another, where they live and the wider world.
- Teachers and other adults have high expectations of what pupils can achieve.
- Parents are very positive about the school and praise the staff's commitment to their children.
- Pupils have many memorable learning experiences and opportunities which prepare them well for the future.
- The school's leaders frequently check the quality of teaching and learning. They have an accurate view of strengths and areas to be developed further and constantly drive improvement so that teaching continues to improve and standards continue to rise.
- The school provides outstanding training and support for its staff resulting in continuing high levels of achievement within the school.
- The headteacher has a clear plan for the school's future. Staff at the school support her fully and there is a very strong team approach.
- Governors are knowledgeable and fully involved in the work of the school. They ask searching questions. They have very clear ideas about what they need to do further in order to improve upon their performance.

Information about this inspection

- The inspector observed 10 lessons, two jointly with the headteacher and one with the deputy headteacher. In addition, the inspector listened to pupils read and observed a number of groups receiving additional support from teachers and teaching assistants.
- Meetings were held with pupils, four members of the governing body, a representative of the local authority and a range of staff, including senior leaders.
- The inspector took account of the 33 responses from parents and carers to the on-line questionnaire Parent View, and views expressed in one letter. The inspector also met with parents and carers informally.
- The inspector observed the school's work and looked at a number of documents including the school's own data on pupils' progress, safeguarding documents and records relating to attendance, behaviour and bullying. The inspector also met with a group of pupils and talked to them about their experiences of the school.

Inspection team

Elaine Long, Lead inspector

Additional Inspector

Full report

Information about this school

- Stoke Prior First School is smaller than the average primary school.
- The majority of pupils are White British.
- The proportion of children known to be eligible for free school meals or in the care of the local authority, for which the school achieves additional funding from the government (the pupil premium), is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. An above average proportion of pupils is supported at school action plus or with a statement of special educational needs.
- The headteacher works with a cluster of local schools and, in her capacity as a local leader in education, has recently worked with schools in a neighbouring authority.

What does the school need to do to improve further?

- Make sure all pupils are more fully involved in the assessment of their own learning and progress.

Inspection judgements

The achievement of pupils is outstanding

- Most children in Reception start with skills which are broadly in line with those expected for their age but their communication and language and personal, social and emotional development are lower.
- Children's achievement in the Early Years Foundation stage is at least good. The proportions of pupils making and exceeding expected progress compares favourably with national figures.
- Overall achievement from the end of the Early Years Foundation Stage to the end of Key Stage 1 is outstanding as all pupils are making good or better progress and levels of attainment are consistently high. Pupils are well prepared for Key Stage 2.
- Standards in Year 2, in all subjects, have been significantly above national averages over many years. Many pupils consistently attain the higher levels and the latest results show that this is the same this year. The school sets and achieves very challenging targets for all its pupils.
- Reading is taught very well. By the end of Year 2 pupils' attainment in reading is significantly above average. Teachers and teaching assistants successfully promote the pupils' knowledge and use of phonics (the sounds that letters make). The majority of pupils in Year 1 reached the required standard for the national screening in phonics, which is above the national average.
- All groups of pupils make good to outstanding progress because of the outstanding teaching and well-matched support they are given. The school is very skilled in making sure that every pupil receives the type of support they need in order to make the greatest learning gains. Their progress is closely followed and any under-achievement is quickly addressed.
- Pupils who have special educational needs are well supported by teachers and well-trained teaching assistants. This results in good progress for most pupils. The special educational needs co-ordinator knows the pupils individually and accesses a wide range of appropriate agencies and resources to support the pupils effectively.
- Standards in Year 3 and 4, across all subjects, have been well above average over a number of years. Current data show this is continuing. Reading is the strongest but standards in writing and mathematics are improving due to the implementation of effective strategies and precise, timely, individual support.
- In 2012 pupils who were eligible for the pupil premium exceeded or matched the standards reached by other pupils at Key Stage 1 and this is the same in 2013. The pupil premium funding is used to provide additional resources and teaching assistant time to run targeted groups for pupils at risk of not achieving expected progression in reading and mathematics. It has also been used to part-fund staff training in developing reasoning, dialogue skills and questioning in order to improve children's learning. Due to this, the eligible pupils in all year groups make rapid progress so that their achievement is the same as their peers or is narrowing quickly.

The quality of teaching is outstanding

- In all year groups teachers have high expectations of what pupils can achieve. Teachers

question pupils well to check their understanding and move them on quickly once they have understood.

- In some lessons pupils are encouraged to assess their own work using 'Don't just tick it check it' grids and this helps them to become more independent learners. In other lessons, however, pupils have too few opportunities to assess for themselves how well they have done.
- Reading is very well taught at the school by all staff. As a result, pupils read well and widely. Pupils are allowed regular access to the school library and teachers encourage parents to work with the school and record what their child has done at home.
- Marking is impressive. It is detailed and gives each pupil clear ideas about how to improve their work and why. Pupils follow the advice and sometimes write a note back to the teacher. They like this. They take pride in their work and this is shown by the high levels of presentation throughout all year groups.
- Teaching assistants support pupils well and are very skilful at asking searching questions, and then allowing them to work on their own. This means that all groups of pupils are making rapid progress and developing confidence at the same time.
- Teaching in the Early Years Foundation Stage is consistently good or better. The team of staff work very well together to provide children with an exciting range of opportunities through which to learn effectively. High expectations and close tracking of children's progress with a strong focus on speaking and listening results in rapid progress. Children's concentration levels are good. They are happy and becoming increasingly confident.
- Teachers make good links between subjects and the pupils like this because it enables them to see the relevance of their learning. In a mathematics lesson on shape pupils had to imagine that they worked in a chocolate factory and explored packaging and differing shapes of chocolates.
- Teachers use the spaces in classrooms and corridors creatively to support pupils' learning. Pupils know where to find prompts, reminders and resources to support them as they are working. This helps them to develop pride in their work and fosters independence.

The behaviour and safety of pupils are outstanding

- Pupils have very positive attitudes to their learning throughout the school. Children in the Reception class settle quickly and display a real sense of enquiry and wonder. Pupils in every year want to do well and they appreciate the help they are given. They love to be challenged and they do not give up when the work is more difficult; instead they try harder. Attendance at parents' evenings is very high and the majority are very pleased with the experiences their children have at school.
- Attendance is continually above average because the children enjoy coming to school. There is a friendly, purposeful atmosphere as the day begins. Pupils arrive promptly and show by their enthusiasm that they are keen to learn.
- Pupils' behaviour around the school is exemplary. They are polite, friendly and courteous. They feel a part of the school and are proud to belong to it. Pupils are given opportunities to take part in decision making and they enjoy this. They are very proud of their fund raising and represent the school in the local community very well.

- Pupils know the school's rules and they enjoy the rewards they are given. The 'Golden Rules' are simple, yet very effective and help create a really warm and friendly community. Older children within the school are extremely supportive of Reception pupils taking care to involve and encourage them.
- Staff know pupils well and the school's effective approaches to responding to their emotional needs and development have made a significant impact on managing their behaviour. There have been no exclusions over several years. Instances of unacceptable behaviour are rare and when they do happen they are dealt with in a very fair and measured way.
- Throughout their lessons and assemblies, pupils are given the skills they need to manage everyday risks for themselves; for example safe use of the internet, road safety, fire safety, and dealing with bullying. Pupils know about different types of bullying, including on the internet and feel able to tell an adult if they need help or support.

The leadership and management are outstanding

- Attainment in all subjects has been significantly above average over time. This is the result of strong leadership and teamwork. The headteacher is relentless in her drive to improve teaching and raise achievement further. The staff support her fully in this. There is a common sense of purpose and staff morale is high.
- Leaders' regular lesson observations, followed by detailed feedback to teachers combined with a successful programme of training, has meant that all teaching is consistently good and an increasing proportion is outstanding. The headteacher manages the performance of staff very well with clear links between pay increases and pupils' progress.
- The headteacher has set up systems to track the progress of pupils and staff take part in regular reviews of pupils' performance. They have been given increasing responsibility for the recording, monitoring and analysis of data and evaluating its impact. Their full involvement and sense of ownership contributes to standards remaining high.
- Subject teaching gives pupils many enjoyable learning experiences that contribute to their spiritual, moral, social and cultural development. Children enjoy the ways in which learning is linked between subjects and excel when they are given opportunities to choose the ways in which they work. Topic work on the Vikings has captured their imaginations and they have enjoyed being able to touch and explore real artefacts whilst learning about Florence Nightingale.
- High quality display throughout the school promotes the qualities of being gentle, kind, helpful, listening, being honest and working hard. The school calls these their 'Golden Rules' and their continual reinforcement creates an ethos of care and real community. Assemblies allow time for reflection and also celebration. Singing to children who have a birthday is done with great vigour and enjoyment.
- The school has a clear plan in place for the use of the primary school sport funding to make sure pupils develop healthy lifestyles and physical well being. It is being used to develop staff skills in dance, gymnastics, team games and to increase participation and enjoyment in school clubs. Additional swimming opportunities have been planned in order that pupils can engage in watersports safely.

- The school works closely alongside its family of schools and this allows staff to share best practice. Through joint funding the school also has access to an educational welfare officer.

■ **The governance of the school:**

- The governing body takes a full and active role in the life of the school. Governors have set themselves clear targets for the ways in which they can improve their work. They have an accurate understanding of the school's strengths and weaknesses and provide support but also robust challenge. Governors make regular visits to the school, meet with staff and have a full programme of monitoring visits throughout the year. The reports they produce show that they have a good understanding of what the school is doing. They understand what data on pupils' progress is telling them and have made sure that the funds available through the pupil premium have been used well to improve the achievement of targeted pupils. They have a clear understanding of the quality of teaching and performance management, and that teachers' pay will only be increased if pupils make good progress. They know what the school would do to tackle underperformance. They make sure all statutory requirements are met, including those for safeguarding pupils.

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	116735
Local authority	Worcestershire
Inspection number	427085

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair	John Tidmarsh
Headteacher	Jan Evans
Date of previous school inspection	18 November 2008
Telephone number	01527 832520
Email address	office@stokeprior.worcs.sch.uk

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