

# Stockbridge Village Primary School

The Withens, Stockbridge Village, Merseyside L28 1AB

## Inspection dates

8–9 March 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher provides exemplary leadership. She sets high standards for herself, the staff and the pupils. As a result, a good proportion of the pupils learn well and reach the challenging targets set for them.
- Provision for children in the early years is outstanding. Strong leadership, exciting and purposeful activities and high-quality teaching mean that children make rapid progress from the time they enter school.
- The rich and broad curriculum provides plenty of opportunities for pupils to enjoy learning about life beyond school. The school's work to promote pupils' spiritual, moral, social and cultural development is excellent.
- The teaching of writing is a strength of the school. Pupils achieve well in this area, and writing, both in English books and other work, is of a high standard.
- The governing body provides leaders with effective support to improve the quality of education provided by the school. They make good use of the additional government funding to support disadvantaged pupils' academic, personal and social progress.
- Pupils are very proud of their school. They show respect to adults and to each other. Their behaviour is good.
- The work the school does to support pupils' personal development and welfare is excellent. Pupils flourish in this nurturing environment and their self-confidence grows. As a result, they enjoy school and find learning interesting.
- Pupils' safety has high priority. Robust systems are in place to keep pupils as safe as possible in school. Pupils are confident that adults will listen to their concerns and act upon them quickly.
- The progress that pupils make in reading is not as rapid as in writing. This is because some pupils do not have sufficient opportunities to develop and practise their reading skills often enough. In a few groups, the teaching of phonics is not always accurate. When this happens, pupils struggle to blend sounds into words.
- The headteacher effectively supports middle leaders who are still developing their expertise. More work needs to be done, however, to ensure that these important roles strengthen the leadership team further.
- The quality of teaching, learning and assessment is usually good and sometimes outstanding. Where there are inconsistencies, pupils can lose concentration and this slows down their learning.

## Full report

### What does the school need to do to improve further?

- Improve the teaching of reading by ensuring that:
  - reading skills are taught in a consistent way across the school and pupils are given enough opportunities to practise them
  - the teaching of phonics is accurate so that pupils are taught the correct sounds consistently.
- Improve the leadership and management of the school by:
  - continuing to strengthen the role of middle leaders so that they have a greater influence on raising standards in their area of responsibility.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The exceptional skills of the headteacher shown in managing the different challenges the school has faced in recent months have ensured that the progress of pupils is not affected and remains good. She has created a culture of high expectations where pupils know they can achieve well.
- The influence of the headteacher ensures that staff morale is high and that the school is well led and managed during the absence of key staff. Teams of people have pulled together to share leadership responsibilities. Some middle leaders are relatively new to post and are beginning to develop a secure understanding of the school's strengths and weaknesses. The skills of these teams are developing.
- Senior leaders monitor the school's progress towards the demanding targets set for pupils to achieve. Effective support activities are put in place if an individual or group falls behind so that they quickly make up any lost ground. This means that pupils achieve well irrespective of their backgrounds or starting points.
- Performance management has been successful in improving teaching and learning, as leaders have taken appropriate action to address weak teaching. Teachers know the standards they are expected to reach and appreciate the many opportunities they are given for support and training that has a positive impact on pupils' learning.
- Pupils benefit from a rich, diverse curriculum, both during and beyond the school day. They have many opportunities to learn about life in modern Britain. The school has strong links with a number of local organisations and is proud to be the first community school in the borough to achieve the Church Partnership Award. Pupils enjoy visits to a range of community venues, including places of religious interest such as the mosque, synagogue and parish church.
- The development of pupils' spiritual, moral, social and cultural learning is at the heart of the school's work. The school mirrors cultural events taking place in the city of Liverpool. For example, the whole school participated in the 'Narnia experience', inspiring pupils to further explore the work of the author CS Lewis. Writing and art are very strong aspects of the curriculum and are celebrated in the vibrant displays around the school. Pupils achieve very well in these subjects.
- Pupils with special educational needs are carefully tracked and the school's information shows that they make progress in line with pupils with similar starting points. Where appropriate, individual targets for these pupils are precise and measurable and are reviewed regularly. The headteacher has ensured that pupils get the help that they need by securing external support during staff absence. Effective use is made of additional funding to support pupils who have special educational needs and/or disabilities.
- Leaders and governors target the additional funding for disadvantaged pupils carefully. For example, reading and mathematics catch-up sessions are having a good impact on the progress that disadvantaged pupils make.
- Most parents are very supportive of the school and say that their children are very happy and settled. They think that behaviour is good and know that staff care about their children and keep them safe.

## Governance of the school

- The governance of the school is effective. Governors are committed to, and rightfully proud of, their school.
- Governors have an accurate understanding of the strengths and weaknesses of the school. This is because they are provided with detailed information that enables them to make informed judgements about standards and where improvements are needed.
- Governors hold leaders to account. They carefully review the school's information and check this through their own observations and through discussions with leaders. They ask challenging questions about the school's performance to ensure that the information they have is accurate.
- Governors also evaluate their own strengths and actively recruit individuals to match the skills they need to strengthen the governing body.

## Safeguarding

- The arrangements for safeguarding are effective. Systems in place to keep pupils safe are robust. Staff recruitment procedures are thorough and well-trained school staff are deployed appropriately.
- The caring culture established among staff and pupils creates a climate where concerns can be identified and reported. The designated safeguarding leaders work closely with staff and provide highly effective support to children and families.
- Risk assessments are conducted rigorously. Procedures and protocols are regularly reviewed and refreshed to make sure that they are up to date and meet the needs of the school.

## Quality of teaching, learning and assessment

**Good**

- Teaching is typically good and sometimes outstanding. Teachers use what they know about pupils' interests to plan work that captures their imagination, providing purposeful learning experiences. Pupils say that they enjoy their lessons because teachers make learning fun. For example, Year 6 pupils analyse the lyrics of popular songs in their 'Reading Rocks' sessions to get a better understanding of the structure of the English language.
- Pupils of different abilities, including those who have special educational needs and/or disabilities, make good progress because teachers set tasks that meet the needs of individuals and groups. Specialist help is engaged, including art and speech therapy, to help individuals overcome specific barriers to their learning.
- Teachers and teaching assistants skilfully foster an enjoyment of mathematics, expertly encouraging pupils to explain their thinking. In a Year 5 mathematics lesson, for example, pupils were confident in trying different approaches to solve mathematical problems. Adults asked probing questions to further reinforce learning, enabling pupils to formulate explanations using mathematical vocabulary.
- The vast majority of pupils are confident learners. They have been taught different

strategies to help them learn better. Older pupils demonstrate this when selecting the level of challenge according to difficulty for their mathematical problem-solving activities. They are able to explain the reasons for their choice of 'mild', 'hot' or 'scorching' challenges and understand that making the correct selection helps to deepen their learning.

- The teaching of writing is a strength across the school. In both Year 2 and Year 6 in 2016, pupils' writing was at a higher standard in their assessments than that expected for their age. Inspectors saw evidence in the books of current pupils that is of a similarly good standard. Teachers typically use high-quality literature to stimulate purposes and ideas for writing and the standards are maintained across a range of subjects. For example, in religious education, pupils practise writing a letter to the 'Good Samaritan' to thank him for his kindness.
- Relationships between members of staff and pupils are very positive. This means that most pupils usually work hard and behave well in lessons. Occasional inconsistencies are seen where new staff are still getting to know the needs of individual pupils.
- The teaching of reading is usually effective but pupils' attitudes to reading are mixed. Most of them enjoy the wide range of interesting opportunities that help them to make good progress. In some classes where reading has not taken high priority, pupils' reading skills are not developing as rapidly as they should.
- The teaching of phonics is well structured and systematic throughout the school. There are occasions, however, when adults working with children do not pronounce sounds accurately. This makes it difficult for pupils to blend sounds to together to make words and slows down the pace of learning.
- Most teaching assistants make a strong contribution to the progress that pupils make because they are well trained and deployed to support pupils who need the most help. If they spot pupils who are struggling or losing concentration, they skilfully intervene to bring them back on track.
- The school's electronic homework system provides ample opportunities for parents to share in the learning of their child. The work that pupils have completed in school is celebrated online. Unfinished work can be continued at home and staff can support pupils remotely. Pupils adopt the role of teachers and post 'how to' video clips to help explain a difficult concept they have mastered for their peers.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is exceptional. A highly dedicated team of staff focus relentlessly on the needs of individuals and their families.
- The values-based curriculum helps pupils to explore many contrasting cultures and countries around the world. For example, pupils examine the refugee crisis in Syria. They are taught to consider the basic rights people should have, such as food and shelter. They are also encouraged to develop empathy, as shown when they follow up their work, by planning a disaster relief centre in Stockbridge for the displaced refugees.

- Pupils are taught to understand and respect their heritage as they explore the exhibition 'Poppies: Weeping Window' by artists Paul Cummins and Tom Piper. They learn about those who lost their lives in battle during the first world war.
- Pupils learn about the responsibilities that all people have to support those in need. They design fundraising ideas and make decisions about the charities that the school will support.
- The work that pupils do in several areas of the curriculum is carefully planned to link to real-life experiences that contribute to their personal development. This is illustrated in science, where pupils learn about healthy lifestyles and keeping fit while they explore biology, physics and chemistry.
- Pupils participate in many community events and the school council determines the charities that fundraising activities will support; for example, pupils worked closely with the local housing trust to take part in a Community Clean initiative.
- Work in pupils' books and pupils' conversations with inspectors show that pupils are taught different ways to keep themselves safe. Pupils are well informed about different types of bullying, including cyber bullying.
- Pupils enjoy the many opportunities they have to develop leadership skills. Maths ambassadors, school counsellors and digital leaders all take lead responsibility for supporting the work of the school.
- Pupils are able to explain how the British values of tolerance, equality, democracy and respect help to make both their school and their community better.

## **Behaviour**

- The behaviour of pupils is good. They are polite and courteous to each other and to adults, and conduct themselves sensibly when moving around school, whether supervised or not.
- In lessons, most pupils are attentive and respond well to teachers' instructions. They hold their teachers and the headteacher in high regard. This is because good systems are in place to teach pupils to behave well and pupils value the many rewards the school uses to promote good behaviour. Occasional incidents of low-level disruption arise where new staff have yet to establish clear expectations and routines.
- Pupils say that incidents of bullying are rare and are dealt with quickly by staff. Pupils have confidence that staff will sort out any concerns they have. The introduction of an 'app' that enables pupils to report concerns electronically when they are unable to do so face to face gives them a feeling of security. Any rare incidences are followed up swiftly and robustly.
- The attendance of pupils, including those who are disadvantaged, is rising and is almost in line with that expected of all pupils nationally. The few pupils who are persistently absent are carefully monitored and well supported to encourage better attendance. Some of these pupils have special medical needs or social circumstances which prevent them from arriving in school on time every day. Pastoral staff offer significant levels of support to try to improve the attendance of the pupils whose attendance falls, including collecting them from home.

## Outcomes for pupils

**Good**

- From their different starting points, the large majority of pupils in all year groups are making good progress and working at the expected standards for their age in reading and mathematics.
- Over the last three years, standards reached by children at the end of early years have risen. The proportion of pupils who achieved a good level of development is slightly above that seen nationally. From often low starting points, children make very strong progress and are well placed to face the challenges of Year 1.
- Across the school, pupils' written work is often above the standards expected of them. An increasing number of pupils in the early years, and older pupils in key stage 2, are making rapid progress and moving towards higher levels of attainment. From nursery upwards, pupils are encouraged to write frequently and purposefully. The opportunities that they are given for this are fun and exciting and their achievements are celebrated. This means that pupils take pride in their work and strive to achieve high standards. They are well prepared for the next stage of their education.
- Until 2016, published information about the progress of pupils in the school was not reliable. Comparative data related to the schools that pupils previously attended before the school opened in 2011. The school's own tracking information shows that since joining Stockbridge Village School, pupils make good progress in reading and mathematics by the time they reach the end of key stage 2. The progress they make in writing is very good.
- The progress of the most able pupils is accelerating as staff in school support them to become more resilient and take on challenges, especially in writing and mathematics. The school's own data shows that an increasing number of more-able pupils make progress that is better than expected.
- Pupils who have special educational needs and/or disabilities receive good support linked to their specific needs. In class, activities are adapted or extra help is provided to enable pupils to develop independence and make gains in their learning. Consequently these pupils make good progress.
- A large proportion of pupils are eligible for support through pupil premium funding. They make good progress because they are carefully monitored and support is quickly organised for any pupil who starts to fall behind.
- Pupils make good progress in other subjects, including science, music and art. This is because they are provided with a rich and varied curriculum. For example, all pupils have the opportunity to learn a musical instrument and others regularly sing in public performances.

## Early years provision

**Outstanding**

- The early years provision is outstanding. The highly experienced leader for early years is an excellent role model for the staff whom she manages. She and her team constantly strive to make the learning opportunities for children inspiring, and teaching

is never less than good. Much of it leads to rapid progress and children are well prepared for their transition into year 1.

- The environment is exciting and stimulating and the activities motivate children to explore and find out things for themselves. This is illustrated as adults encourage children to work out how many scoops of porridge are needed to fill the different-sized bowls in the story of Goldilocks.
- Children, including disadvantaged children and those who have special educational needs and/or disabilities, experience a really good start to life in school. This is because adults assess children's needs carefully and tailor experiences to provide for them.
- Many children start with skills that are lower than those expected for their age and make outstanding progress. By the time they leave the reception class they achieve a good level of development and are ready to join Year 1 as confident learners.
- Exceptionally strong links with parents help children to settle quickly when they enter the early years provision. Staff make every effort to get to know children and their families well when they start school.
- The school's philosophy that school has to be ready for the child and not the child ready for the setting, means that children make a positive start when they join the nursery. High expectations and the consistent reinforcement of daily routines in a nurturing environment establish a firm base for the children's excellent behaviour.
- Parents are encouraged to play a full and active part in school life. Opportunities for them to stay and play with their child are frequent. They are also encouraged to accompany their children on school trips, which can provide an opportunity for them to talk about their experiences when children arrive home.
- Information technology is used well to support good communication. Parents are able to use the online systems to see examples of their children's work, their play experiences in school and also the progress they make. Much of this can be accessed via a computer from home. Almost all parents use this system and say that they value it.
- Staff keep children safe and care for them well in the early years. They are vigilant in safeguarding children and make swift referrals to the headteacher if they have any concerns. Safeguarding is highly effective because the robust policy and procedures are well known and understood by all staff.



## School details

Unique reference number	136222
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10024383

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	257
Appropriate authority	Local authority
Chair	Sue Dunphy
Headteacher	Jill Albertina
Telephone number	0151 477 8021
Website	<a href="http://www.stockbridgevillageprimary.co.uk">www.stockbridgevillageprimary.co.uk</a>
Email address	<a href="mailto:Stockbridge@Knowsley.gov.uk">Stockbridge@Knowsley.gov.uk</a>
Date of previous inspection	24–25 April 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- Stockbridge Village is an average-sized primary school.
- The school opened in 2011 as an amalgamation of other schools in the area.
- The school shares a site with a children’s centre that offers community facilities and services, including speech and language therapy.
- The proportion of pupils who are eligible for pupil premium funding is more than twice the national average.
- The proportion of pupils who receive additional support for special educational needs and/or disabilities is average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is higher than in other schools nationally.

- The majority of pupils are of White British heritage.
- The school met the floor standards in 2016. These are the minimum expectations of pupils' achievement in reading, writing and mathematics set out by the government.
- In addition to a breakfast club, the school offers a wide range of extra-curricular clubs for pupils.

## Information about this inspection

- Teaching and learning were observed across all classes and key stages. Some observations were conducted jointly by the lead inspector and the headteacher.
- Meetings were held with the headteacher, subject leaders, governors and a representative of the local authority.
- Inspectors listened to pupils read, scrutinised their work and talked informally with pupils during break times.
- The views of pupils were also considered during more formal discussions with inspectors.
- Inspectors took account of the school's own surveys of pupils and parents.
- A wide range of the school's own information and documentation was studied, including: the school's own data on progress; self-evaluation and plans to raise attainment; improvement plans and records of the checks made on teaching and learning; records relating to attendance and behaviour; documents relating to safeguarding; and an external adviser's evaluation of provision in the early years setting.
- Information about the performance management of staff and safeguarding practices was also examined alongside policy documentation.
- The opinions of staff were taken into account through formal and informal discussions and 14 responses made to Ofsted's questionnaire.
- The views of 14 parents who responded to the Ofsted Parent View questionnaire were considered. Inspectors spoke to over 30 parents in the school and parents' comments communicated via free text were examined.

## Inspection team

Cathy Parkinson, lead inspector	Ofsted Inspector
Jane Holmes	Ofsted Inspector
Sheila O'Keeffe	Ofsted Inspector
Pritiben Patel	Ofsted Inspector

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