

Inspection of a good school: Stockton Wood Community Primary School

23 All Saints Road, Speke, Liverpool, Merseyside L24 3TF

Inspection dates:

23–24 October 2019

Outcome

Stockton Wood Community Primary School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

What is it like to attend this school?

Pupils thoroughly enjoy attending this school. For many pupils, school provides a sanctuary where they have fun, feel safe and learn new things. Pupils' attendance and punctuality are excellent. The atmosphere around the school is calm and purposeful. Pupils, including children in the Reception classes, are polite and well-mannered. Pupils told me that everyone gets on with one another and if they fall out, it is sorted out quickly by the teachers. Bullying is rare. Lunchtimes and breaktimes are full of fun and laughter. Those having a packed lunch and those eating in the canteen socialise well with one another. Teachers have high aspirations for all pupils. Pupils strive to do well for themselves and their teachers. They appreciate the incentives, such as praise points. Pupils enjoy learning and achieve well. They make the most of the wide range of clubs on offer, such as cheerleading, netball and film club. The older pupils I spoke with enjoyed their residential trip. Others were excited to tell me about their visits to places of local interest, such as museums. Pupils' learning stretches beyond the classroom.

Parents and carers are very supportive of the school. They appreciate the close care and support provided by the teachers. The parent-school partnership is strong. Parents are invited to support their child's learning regularly.

What does the school do well and what does it need to do better?

Leaders and managers have designed their curriculum around a single moral purpose: 'To lay the foundations for life'. They have created a school in which learning is rich and meaningful. Pupils, regardless of their additional needs or ability, flourish. Leaders have thought carefully about what they teach and how they teach to maximise pupils' enjoyment and achievement. 'Everyday mathematics' is incorporated into pupils' mathematics lessons to help them apply their skills and knowledge. Teachers know and

understand well the whole curriculum across the school in each subject. Therefore, they build on pupils' previous knowledge successfully.

Reading is a priority in the school. Children are taught to read as soon as they enter the school. Older pupils help younger pupils to read and the lending library is used well to encourage a love of reading. Pupils relish reading time. Staff ensure that extra support is given to pupils who fall behind to help them become more confident readers.

Pupils learn well in subjects other than English and mathematics. In history, for example, pupils enjoy learning about important events and characters in the past, especially those related to Liverpool, such as Kitty Wilkinson and the destruction of the Liverpool Docks during the Battle of Britain. Teachers develop pupils' wider spiritual, social, moral and cultural understanding well. For example, they learn about religions such as Hinduism, Islam and Buddhism. They also learn about the contributions of black people and women to our country. The school helps pupils to be appreciative and tolerant of those who are different to themselves.

A particularly unique feature of the school is its strength in developing pupils' life skills and values. Teachers model respect and kindness and pupils mirror these behaviours both in and out of class. Pupils learn to pay close attention to their feelings and those of others. They are taught how to manage stress by regulating their heartbeat, for example. The school's 'Quiet Place' provides a relaxing haven for pupils who are experiencing anxiety or personal difficulties. Staff are trained well to support pupils' mental health. The school's 'Life Savers' project teaches pupils valuable financial awareness. As well as learning the value of money and the benefits of saving, pupils work as part of a team and develop leadership skills. The school is well known in the area for its effective work to support pupils' personal development.

The school supports pupils with special educational needs and/or disabilities (SEND) exceptionally well. Every teacher understands the individual needs of pupils. Teachers plan their learning well to help them achieve to their best. Teaching assistants provide sensitive and expert help for pupils with SEND, especially those with profound difficulties.

Leaders ensure that this school is not only a great place for pupils to learn and achieve but also a great place to work. Staff feel valued and well supported. They know the community well. Staff whole-heartedly share the values of the school and its moral purpose.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have embedded clear policies and systems to make sure that pupils are safe and supported. Staff are vigilant to signs of abuse. When concerns are raised, leaders take action quickly. Leaders work closely with families to minimise the risks to pupils. The local authority and other agencies are used well by the school to support the pupils and their families. The curriculum is planned well to help pupils keep themselves safe, including when online. Parents and staff agree that the school is a safe place.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have devised a well-thought-out and effective curriculum. They should now ensure that the strengths of this curriculum are sustained and that pupils achieve to their best in all subjects.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in June 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	133338
Local authority	Liverpool
Inspection number	10087734
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	345
Appropriate authority	The governing body
Chair of governing body	Mr Richard Finch
Headteacher	Suzannah Stacey
Website	www.stocktonwoodprimary.co.uk/
Date of previous inspection	9–10 June 2015

Information about this school

- A new deputy headteacher has been appointed recently.
- The school has a breakfast club which is run by the governing body.

Information about this inspection

- I held discussions with the headteacher, middle leaders, teachers, other members of staff and governors. These discussions considered the quality of education, the wider experiences of pupils at the school, aspects of pupils' behaviour, and leadership and management. A representative of the local authority was interviewed.
- In considering the quality of education, I concentrated on reading, mathematics and history in depth. I discussed the arrangements for the curriculum and teaching with the headteacher and teachers. I visited lessons and then talked with pupils about what they had been learning. I looked at pupils' exercise books in these subjects.
- I heard pupils read and talked about how the school teaches reading with pupils.
- I spoke to staff, governors and pupils about how the school keeps pupils safe. I considered the information available to parents about safeguarding, both when online and in the school. I examined the single central record of the checks undertaken to make sure that staff are suitable to work in a school. I also reviewed the school's

safeguarding policy. I took account of the Ofsted online surveys for parents, staff and pupils.

Inspection team

Zarina Connolly, lead inspector

Ofsted Inspector

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