

Stoke Prior Primary School

Stoke Prior, Leominster, Herefordshire HR6 0ND

Inspection dates

22–23 February 2017

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

Summary of key findings for parents and pupils

This is an outstanding school

- By the time pupils leave school at the end of Year 6, they achieve high standards in reading, writing and mathematics. Pupils make rapid and sustained progress across the school.
- Different groups of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, make excellent progress, no matter what their starting points.
- Teaching is outstanding. Pupils respond well to their teachers' very high expectations.
- Other adults are highly skilled in supporting the learning of individuals and groups of pupils. They make a significant contribution to these pupils' progress.
- Provision in early years is outstanding. This is because high-quality teaching develops children's skills and understanding very effectively and rapidly.
- Pupils' behaviour is exemplary, both in lessons and around the school. They have very positive attitudes to learning and love coming to school.
- The school provides excellent opportunities for pupils' personal development and welfare. Pupils learn to work together, to take responsibility and to contribute to the life of the school.
- Pupils greatly enjoy a rich and exciting curriculum that fires their imaginations, providing memorable experiences that engage and enthuse them.
- Key stage 1 pupils are not given enough chances to carry out science investigations.
- Leadership at all levels is outstanding. Leaders have very good systems for checking on pupils' attainment and progress. As a result, pupils' achievement and the quality of teaching continue to improve.
- Governors are skilled and knowledgeable and know the school extremely well. They provide high levels of support and challenge to ensure that pupils get the highest quality of education.

Full report

What does the school need to do to improve further?

- Provide more opportunities for key stage 1 pupils to develop scientific enquiry skills.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Staff are exceptionally well led by the headteacher and work as a highly effective team, with a shared vision that is highly ambitious. Every child is known as an individual and provided with the very best care and understanding to support their learning. As a result, pupils make outstanding progress and reach high levels of attainment.
- Senior leaders have an accurate view of the school's strengths. Robust and regular monitoring of all aspects of the school's work gives them a precise view of the areas for further development. School development planning reflects this information and shows the unwavering commitment to further, continuous school improvement.
- Leaders have been coached very well in how to use performance information to improve pupils' progress and attainment in each year group. They use this information effectively to identify any underachievement and provide support, so that pupils quickly catch up with their classmates. This ensures that all individuals and groups of pupils make as much progress as possible.
- The school's inclusive ethos means that outstanding guidance is given to pupils who have special educational needs and/or disabilities. Pupils' needs are swiftly identified, the provision is managed extremely well and, consequently, pupils make excellent progress from their starting points.
- Highly effective use is made of the pupil premium funding to improve the achievement of disadvantaged pupils, including those who are most able. Potential barriers to learning are identified and effective support is provided to help overcome these. As a result, the progress of disadvantaged pupils is well above that of other pupils nationally.
- The subjects taught are particularly well planned and develop a love of learning in pupils. For example, pupils used their literacy and numeracy skills when studying interesting and exciting topics such as 'The Great Fire of London' and 'The Romans'. Pupils greatly enjoy a wide range of extra-curricular activities. These include learning to play the glockenspiel and choir singing at Hereford Cathedral. The residential visit to the Conover Hall adventure centre develops pupils' confidence and team-building skills. Of particular note was the visiting scientist who turned a gherkin into a light bulb.
- The primary school physical education and sports funding is used very well to ensure that all pupils become more physically active. The school now provides a much wider range of sporting opportunities, as well as inter-school and house competitions in cricket, football and cross-country running. Pupils have had success in the Herefordshire 7-a-side football tournament. Outside sports coaches organise after-school sports, such as tag rugby, multi-skills and netball. As a result, pupils develop healthy lifestyles and improved physical well-being.
- Well-promoted spiritual, moral, social and cultural development means that the school is a calm and considerate environment where pupils mix together well. Pupils learn about different world religions such as Judaism, Sikhism and Islam and are

encouraged to reflect on them. Displays around the school celebrate other faiths, cultures and how to be a good citizen. This prepares pupils very well for life in modern Britain.

- Parents with whom the inspector spoke were highly positive about the school. A number of parents took the time to complete Ofsted's online free text survey. Typical comments include 'My child loves going to school. I enjoy hearing about all the hard work the pupils and teachers do' and 'A wonderfully warm and welcoming school. I couldn't ask for any more.'

Governance of the school

- The quality of governance is high. Governors work very effectively with leaders at all levels. They are trained well and have a clear understanding of pupils' progress and how it compares to that of other pupils nationally. As a result, they ask challenging questions and hold leaders fully to account.
- Governors' regular visits to the school give them a very good understanding of how well teachers are doing, through first-hand observations and discussions with staff. They ensure that the pupil premium is spent well on extra support so that eligible pupils achieve as well as other pupils.
- Governors manage the budget well and spending decisions are based firmly on improving outcomes for pupils. They make sure that national safeguarding requirements are met.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding embedded in the school. Leaders are proactive in ensuring that there are robust procedures in school to ensure that pupils are safe and protected. Staff are well trained and have a clear understanding of their responsibilities and the procedures for reporting any concerns.
- Teachers and other staff have received recent training in the risks of child sexual exploitation and female genital mutilation, as well as combating extremism and the threat of radicalisation. There are very good links with parents and external organisations so that pupils receive timely and effective help when necessary. This helps to create a climate where safeguarding pupils is at the heart of the school's work.
- Parents appreciate the fact that the headteacher is regularly at the gate in the morning to greet parents and pupils. This gives them a chance to 'chat and raise any issues'.

Quality of teaching, learning and assessment

Outstanding

- Teaching in the school is outstanding and, as a result, pupils make rapid gains in their learning. Teachers and support staff have very high expectations and a secure understanding of the subjects and topics that they teach.
- The way subjects are taught is planned particularly well to make sure that pupils build up their key reading, writing and mathematics skills systematically, both in dedicated lessons and through links across different subjects. Teachers take great care to meet the differing needs of the pupils in their class and always ensure that work is not too easy or too difficult. Homework strongly supports pupils' learning.
- Teachers use a variety of creative ways to involve, motivate and interest pupils. In a key stage 2 lesson, pupils diligently researched information about the life of the first man to walk on the moon, Neil Armstrong. They produced high-quality detailed biographies, providing fascinating accounts of Armstrong's life.
- The highly effective teaching of phonics has ensured that pupils can build words effectively and develop their early reading skills confidently. Pupils read with confidence and fluency to the inspector. They enjoy reading both in and out of school. Texts for the most able readers are often particularly demanding, such as poetry by Michael Rosen and Brian Patten.
- Teachers are well skilled in extending pupils' ability to reason and deepen their learning in mathematics. For example, teachers gave key stage 1 pupils the task of describing to their working partner what 'to half' means. Pupils made swift progress, using correct mathematical language, explaining the method they would use 'to half' and the reasoning behind their choice.
- The skilled team of support staff makes a significant contribution to pupils' learning. Excellent liaison with the class teachers gives assistants a clear understanding of what is expected of them. As a consequence, less-able pupils make excellent progress.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are confident learners, are well equipped for their lessons and settle quickly to their work. Books are neat and tidy. Pupils enjoy helping each other when working together on tasks and activities. They rise very well to challenge and persevere even when they are finding it difficult.
- There is a strong feeling in the school that it is like a family, with all members of the community valued and respected. This was reflected in the views of pupils who were spoken to during the inspection. One child commented that, 'The school is full of smiley faces and people can't feel down.'
- Pupils have excellent opportunities to take on extra responsibilities, for example as 'buddies' for younger pupils, organising activities at playtimes and sharing reading together. School councillors promote and advise other pupils on eating healthy snacks at playtime.

- Pupils are very considerate towards one another. They said that pupils are rarely unkind to one another and there is no bullying, such as verbal or cyber bullying.
- Pupils trust staff and are confident that they will listen to their problems and act on their concerns. Pupils have a high sense of safety awareness, including how to stay safe when cycling on the roads and using the internet.
- Pupils learn to take responsibility and consider their role in society. They help others by raising funds for charities that focus on children, such as The Acorns Children's Hospice Trust and Red Nose Day. These events often involve making and selling items during the harvest festival and at Christmas, thus sharpening their enterprise skills.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils know the high standards of behaviour expected of them. The school is a very calm, orderly community. In lessons, pupils listen attentively, contribute to discussions confidently and work very hard.
- Relationships are excellent. Pupils' behaviour is outstanding, both in lessons and around school. They are consistently polite to adults and caring towards each other.
- Pupils are very proud of their school. The school buildings and grounds are impressively litter-free, bright and filled with stimulating resources. Pupils speak positively about how much they enjoy being a part of the school and this is evident in their smart appearance and very good manners.
- All the parents who responded to Parent View, Ofsted's online questionnaire, agreed that the school makes sure that the pupils are well behaved and that their child feels safe at school.
- The efforts made by leaders to promote regular attendance continue to be successful. The school has been very successful in reducing persistent absence. Pupils enjoy school and do not like to miss their time in lessons or with their friends.

Outcomes for pupils

Outstanding

- Pupils' achievement is outstanding because they make rapid and sustained progress from below expected starting points when they join the school. In 2016, the school was among the top 3% of schools in England for pupils' progress. Pupils made exceptional progress in reading, writing and mathematics and reached standards above the national average in Year 6. From their starting points, most pupils in Year 2 made rapid progress and achieved well. The school's accurate progress information and pupils' books show that pupils are on track to achieve above age-related standards again at the end of this year.
- Standards in mathematics and writing are high. Every chance is taken to make sure that pupils can, for example, count and calculate accurately. Pupils are highly skilled in solving problems. Writing is often imaginative and exciting to read. Work is neat and spelling, punctuation and grammar are accurate.

- The results from the Year 1 phonics screening check show that pupils make a very good start in understanding the sounds letters make, often from low starting points. Pupils are confident readers because the strong focus on reading is sustained throughout the school.
- Pupils make rapid progress in other subjects, in addition to English and mathematics. In art, pupils demonstrate a wide range of art techniques and creative skills. In history, pupils learn about the cultures and historical events in different countries. However, key stage 1 pupils do not have sufficient opportunities to carry out different types of science investigations to develop their skills further.
- The school provides well for the most able pupils, including the most able disadvantaged pupils. They are presented with work that requires them to demonstrate their mastery of both mathematics and the English language. Work in books shows that they are reaching higher than age-related standards in reading, writing and mathematics across the school.
- The school's own evidence and that gathered during the inspection show that disadvantaged pupils are making very good progress throughout the school.
- Pupils who have special educational needs and/or disabilities make excellent progress. This is because of the very well-focused support and highly effective teaching by teachers and other adults. They make sure that pupils' work is set at just the right level to be challenging but achievable.
- All parents and children express highly positive views about learning and progress. The comment of one parent that 'I am very pleased with how my child is progressing and could not have chosen a better school for him to attend' was typical of the views of parents who submitted comments during the inspection. Pupils are very well prepared for their next steps as they move through the school, ready to start their secondary education.

Early years provision

Outstanding

- A majority of children join the school with skills and knowledge typically below those for their age. By the end of Reception, children have made excellent progress from their starting points across all areas of learning and the large majority reach a good level of development. This means that children are very well prepared for their transition to Year 1.
- Parents are involved in their child's learning from the start. They are encouraged to support their child's learning at home, and there are regular opportunities for parents to find out how well their child is doing. Parents are highly positive about the experience their children have in the early years. One parent commented, 'The teachers do a fantastic job and my son loves going to the setting.'
- Children are happy and very well cared for and they behave exceptionally well. They share and cooperate very positively with each other in the vibrant classroom and the outdoor area. Their independence is promoted well and they develop confidence and enquiring minds as a result.
- Disadvantaged children and those who have special educational needs and/or disabilities make similar strong progress from their individual starting points as other

children. This is because adults know individual children very well and provision is adapted to make sure that children receive the support and guidance they need.

- Adults put great emphasis on developing early number and writing skills. As a result of highly skilled teaching, children make rapid progress in these areas of learning. For example, using real-life objects such as conkers, children were able to count up to 20. Children make rapid gains in early writing. They are able to write their names and some were able to write birthday cards to their grandparents. Particularly effective phonics teaching ensures that the children get a very good grounding in early reading skills. Children made swift progress during an activity that engrossed them, where they took turns to correctly 'swat' two-letter-word sound bubbles that were stuck on the floor.
- Children demonstrate great pride in their achievements and they constantly show a desire to learn, which staff have instilled in them. During their time in the forest school, they worked collaboratively together to solve problems and discover nature. For example, they counted and weighed leaves and dug together with a friend.
- Excellent leadership of the early years ensures that children learn exceptionally well in a stimulating, safe and secure environment. There is a high proportion of adults to children to ensure that all children, whatever their needs, are included and learn to the best of their ability. Staff are managed effectively and work very well together as a strong effective team.

School details

Unique reference number	116736
Local authority	Herefordshire
Inspection number	10025249

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	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Margaret Brown
Headteacher	Matthew Lewis
Telephone number	01568 760 207
Website	www.stokeprior.hereford.sch.uk
Email address	admin@stokeprior.hereford.sch.uk
Date of previous inspection	17–18 May 2012

Information about this school

- The school is smaller than the average-sized primary school.
- Early years provision is full-time in Reception Year.
- Most pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is average. The proportion of pupils in receipt of an education, health and care plan is average.
- The proportion of pupils supported by the pupil premium is below average.
- The school meets requirements on the publication of specified information on its website.

- The school met the government's current floor standards in 2016, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspector gathered a range of evidence to judge the quality of teaching, learning and assessment over time. He observed learning in lessons. These included joint observations with the headteacher. In addition, the inspector listened to pupils read in Year 1.
- The inspector looked at examples of pupils' work and talked to them about their learning.
- The inspector talked to parents as they brought their children to school and examined their responses to the online survey for parents.
- The inspector took account of the 30 responses to Parent View, Ofsted's online questionnaire.
- The views of staff who completed the online questionnaires were considered.
- Meetings were held with a group of pupils, the chair of the governing body and school leaders.
- The inspector looked at a wide range of school documents, including the school's own information on pupils' current and recent progress, planning of work in different subjects, leaders' monitoring of the quality of teaching and learning and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, lead inspector

Ofsted Inspector

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