

# Inspection of a good school: Stivichall Primary School

Coat of Arms Bridge Road, Coventry, West Midlands CV3 6PY

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Inspection dates: 13 and 14 October 2021

## Outcome

Stivichall Primary School continues to be a good school.

## What is it like to attend this school?

Stivichall Primary School provides a very well-rounded education in a secure and friendly environment. The whole school community understands leaders' vision for the school. This is summed up in the school's pledge to provide 100 varied learning experiences for each pupil. Pupils benefit from the school's links with outside agencies and organisations, such as the National Gallery's Take One Picture project. During recent lockdowns, leaders worked very well with parents and carers to ensure that pupils lost as little learning as possible. At the same time, they took effective steps to ensure that pupils were safe.

All pupils, including those with special educational needs and/or disabilities (SEND), learn well. They are polite, enthusiastic and articulate. Pupils are proud of their school. They appreciate how staff support and challenge them. They have opportunities to develop their own leadership skills, for example on the Eco Team or as sports leaders. Parents agree and are unequivocally positive about the school.

Pupils say that there is no bullying, and that staff quickly sort out any problems. Behaviour in classrooms and on the playground is very orderly because the school's expectations are clear. Pupils want to learn and behave accordingly. Pupils' attendance is high.

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

The school's plans for learning are impressive and extend beyond the national curriculum. For example, pupils start modern foreign languages in key stage 1, and Year 6 pupils learn Japanese. Subject leaders have organised work to make it easy for older pupils to build on what they already know. In mathematics, teachers in the early years establish the different ways that numbers can be represented. Pupils in older years add to this knowledge. Across the school, there is a consistent approach to calculations.

The school places a strong emphasis on the 'character curriculum', those aspects of moral, social and personal education that prepare a young person for their future life. Leaders

show great imagination and ambition. They understand how the teaching of academic subjects can promote these skills and qualities. For example, through choosing some of their own tasks in mathematics, pupils learn a sense of responsibility. Art develops pupils' creativity, but also their confidence to work from a first sketch to a finished piece.

Leaders have a sound understanding of how children learn to read. Children start with phonics when they join the Reception class. They follow a structured programme that ensures they learn about letters and their sounds in an effective sequence. The school encourages pupils to read at home, providing younger children with books matched to their abilities in phonics. If pupils start to fall behind, staff work with individual pupils to identify the difficulty and to help them overcome it. They pay due attention to pupils' pronunciation. In the teaching of phonics, although most staff identify pupils' misconceptions promptly, this could be, in some cases, more consistently addressed.

Leaders have drawn up precise plans to adapt their current practice to follow a single validated programme.

Staff extend and deepen older pupils' reading expertise. For example, they teach them about inference and retrieval. They encourage pupils to read a wide range of high-quality texts. Pupils who spoke with the inspector all expressed a love of reading.

Pupils with SEND receive effective support and learn well because leaders have taken care to identify their needs. They make good use of specialist advice offered by organisations that support particular groups of children, such as the National Autistic Society. Leaders have trained teachers well. In art, for example, a series of short videos demonstrating techniques support non-specialist teachers, pupils and parents alike. Teachers use the technical terms associated with each subject accurately and expect pupils to do the same. Leaders use a range of resources effectively. Nevertheless, in a small number of cases, the delivery of the curriculum does not quite match the very high quality of the planning. For example, in mathematics, there is some variation in how well some teachers help some pupils to learn from their mistakes.

Staff enhance the broad curriculum with a wide range of extra-curricular activities, including music and drama, sports, and gardening club. Already this term, more than half the pupils have taken part in at least one activity. Using the pupil premium grant, the school ensures that an equal proportion of disadvantaged pupils also take part.

Leaders have fashioned a strongly collaborative culture. Staff say that help and advice is always available. Leaders have been highly sensitive to staff welfare during the pandemic and have taken effective steps to reduce staff workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are fully aware of the risks that pupils face, including those that became more acute during lockdowns. They have ensured that staff are trained regularly, so that they are alert and able to identify risks to particular pupils. When an issue arises, leaders take

the right steps to involve other agencies that work with children. They persist when necessary. The school keeps good records. Leaders make the necessary checks on the staff who join the school. Governors provide effective oversight of safeguarding arrangements.

Pupils have full confidence in the staff to resolve any difficulties. They feel safe in school.

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

### **(Information for the school and appropriate authority)**

- Having established a strong intent for the ambitious curriculum, there remains some inconsistency in how the curriculum is delivered in a small number of cases. Leaders should continue to evaluate the planning of each subject to ensure that these documents further improve the consistency with which the leaders' intentions are implemented.
- When teaching phonics, some staff do not always promptly identify pupils' misconceptions. The planned adaptation of the school's programme for teaching phonics provides an opportunity to review how teachers implement the teaching of early reading. Leaders should ensure that the new scheme is embedded in consistently strong classroom practice.

## **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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in June 2016.

## 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 information from Ofsted Parent View 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 the school and 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

<b>Unique reference number</b>	103686
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10199852
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	524
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Ballinger
<b>Headteacher</b>	Karen Ferguson
<b>Website</b>	<a href="http://www.stivichallprimary.org">www.stivichallprimary.org</a>
<b>Date of previous inspection</b>	14 and 15 June 2016, under Section 5 of the Education Act 2005

## Information about this school

- The school runs a breakfast club and an after-school club.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher and other senior leaders. Meetings were held with curriculum leaders and the special educational needs coordinator.
- The chair and four other members of the governing body met with the inspector.
- The inspector spoke with pupils at social times, and with groups of pupils more formally.
- When inspecting safeguarding, the inspector looked at the school's procedures for recruiting and checking on staff. He also considered the effectiveness of staff training and the procedures to keep pupils safe.

- The inspector reviewed a range of documentation, including leaders' plans to improve the school, records of governors' meetings, and the school's attendance and behaviour records.
- The inspector considered responses to Ofsted Parent View, Ofsted's questionnaire for parents. These included narrative comments. Inspectors also considered responses to the staff survey, and pupil questionnaires.
- The inspector carried out deep dives in these subjects: reading, mathematics, and art. In these subjects, the inspector considered the school's curriculum plans, visited lessons and scrutinised pupils' work. The inspector also met with pupils and with teachers to discuss learning in these subjects.
- The inspector listened to pupils in Years 1, 2 and 3 reading.

### **Inspection team**

Martin Spoor, lead inspector

Ofsted Inspector

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