

# Stanmore Primary School

## Inspection report

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<b>Unique Reference Number</b>	115962
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357854
<b>Inspection dates</b>	11–12 January 2011
<b>Reporting inspector</b>	David Curtis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	295
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Davies
<b>Headteacher</b>	Amanda Jones
<b>Date of previous school inspection</b>	12 February 2008
<b>School address</b>	Stanmore Lane Winchester Hampshire SO22 4AJ
<b>Telephone number</b>	01962852941
<b>Fax number</b>	01962870397
<b>Email address</b>	admin@stanmore.hants.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 21 lessons taught by 11 teachers. They met with members of the governing body, groups of pupils, senior leaders and a representative of the local authority. They observed the school's work and looked at the plans to raise attainment, documentation relating to safeguarding and child protection, minutes of meetings held by the governing body and data showing pupils' current attainment and progress. Inspectors looked at the 112 questionnaires returned by parents and carers, and those completed by staff and pupils in Years 3 to 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's strategies to raise attainment in reading, writing and mathematics in Years 1 and 2.
- Children's progress in the Early Years Foundation Stage in communication, language and literacy, and problem solving, reasoning and numeracy.
- The effectiveness of the school's strategies to raise attainment in mathematics in Years 3 to 6.
- The progress of girls across the school.

## Information about the school

The school is larger than the average sized primary school. Most pupils are White British, with a few coming from a range of minority ethnic heritages. The proportion of pupils with special educational needs and/or disabilities is above the national average. Specific learning difficulties and/or behavioural, emotional and social difficulties are the main areas of additional needs. The proportion of pupils known to be eligible for free school meals is above the national average. In the Early Years Foundation Stage, there are two Reception classes. In the rest of the school, there are three mixed-age classes for pupils in Years 1 and 2, Years 3 and 4, and Years 5 and 6.

The special educational needs coordinator joined the school on 1 September 2010 and the deputy headteacher was appointed from 1 January 2011. During the week of the inspection, the majority of pupils in Year 5 were on a residential visit at a study centre in Hampshire. Currently, the school is subject to building work which means that the school hall and playground for pupils in Years 1 and 2 are not in use.

Since the last inspection, the school had a monitoring visit carried out by one of Her Majesty's Inspectors on 25 February 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

This is a good school. It is improving rapidly and has made significant progress since its last inspection. The decision by senior leaders and the governing body to participate in the local authority's intensive support programme has been a key factor in school improvement. A significant strength is that all teachers now understand and accept full responsibility for the progress of pupils in their class by gender, ethnicity and ability. Regular pupil-progress meetings are held between teachers and senior staff. These enable detailed and accurate tracking of pupils' progress and enable intervention programmes to be put in place to support pupils in danger of falling behind. Pupils' achievement is good and they make good progress in their learning. Attainment at the end of Year 2, which had previously been low, is now broadly average. At the end of Year 6, attainment in mathematics has risen from low to be broadly average. The gaps in the attainment and progress of groups of pupils, especially girls in mathematics, are closing rapidly. Significant improvements in the Early Years Foundation Stage contribute successfully to good progress and far more children ready to start the National Curriculum in Year 1, than in previous years.

Teachers' planning is good, with a very strong emphasis on meeting the wide range of abilities within the mixed-age classes. On occasions, teachers do not deploy teaching assistants effectively to provide additional support for the older more-able pupils, who mark time while listening to the introduction for the whole class, which covers what they already know, understand and can do. Pupils know their targets in English and mathematics and, in most cases, they talk confidently about how teachers' marking tells them how they can improve their work in the future. However, the use of 'next steps' in marking is not consistent across all classes. In a few lessons, teachers do not make it sufficiently clear what pupils should achieve by the end of the lesson.

The care, guidance and support for pupils are outstanding, especially for those with special educational needs and/or disabilities, together with those whose circumstances may make them vulnerable. The 'Nurture Group' is especially effective in supporting those pupils who benefit from working in smaller groups. Effective engagement with parents and carers has impacted positively on the significant improvement in pupils' attendance over the last two years. Pupils make an excellent contribution to the school and community, with those in Year 6 running the snack bar, school bank and the 'Silver Surfers Club' where they teach parents, carers and grandparents how to use the internet.

The school's self-evaluation is accurate. Taking into consideration the improvements made since the last inspection, the success of the intensive support programme and the commitment of the headteacher, staff and governing body to raise attainment further, the school has the good capacity for future improvement.

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

- Improve the consistency of teachers' marking to ensure all pupils know their next steps in learning; and the consistency of expectations as to what pupils should achieve by the end of lessons.
- Improve the deployment of teaching assistants at the start of lessons to support, in particular, the older and more-able pupils in mixed-age classes.

## Outcomes for individuals and groups of pupils

**2**

Children start school with knowledge, skills and understanding below those expected for their age. Attainment at the end of Year 6 is broadly average. Across the school, pupils make good progress in lessons because they are motivated and engaged by an exciting curriculum. In Years 1 and 2, pupils were enthralled to follow a trail of shells which led them to a 'Treasure Box'. When the box was opened, there was a task for their teachers to dress up as pirates that led to shrieks of delight. As a result, they immediately engaged in thinking about pirates and made good progress in working independently to produce treasure maps and pirate hats. In Years 5 and 6, pupils, in an investigation based on 'Stop the Rot', made good progress in using their investigative and experimental skills to plan an experiment to find the toothpaste which produced the least froth. Their understanding of how to carry out a fair test was particularly impressive. In lessons, especially in mathematics, girls were engaged as fully as boys and made good progress, for example in Years 3 and 4 in exploring the patterns in adding pairs of numbers in relation to odd and even. Pupils with special educational needs and/or disabilities, together with those from minority-ethnic backgrounds make good progress because teachers and teaching assistants meet their needs effectively.

Behaviour is good in lessons and around the school. Pupils are polite, friendly and talk about their work with enthusiasm and maturity. Their views are welcomed and acted upon, for example the previous school council suggested that it be renamed 'SPEAK' (Share, Present, Express, Action, Know). Pupils are safe in school and show a very good understanding of why they need to be particularly safe when conducting science experiments. They have a good understanding of the importance of leading a healthy lifestyle. Improved attendance and attainment mean that pupils' preparation for transfer to secondary school is satisfactory.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers use the curriculum in an imaginative and exciting way to engage and enthuse pupils. The use of a 'hook' at the start of a topic is particularly effective, for example the headteacher showing pictures of her 'bad teeth' and asking for toothpaste that produces little froth, to encourage her to clean her teeth more often. This was an immediate catalyst for some excellent investigative science for pupils in Years 5 and 6. In Years 1 and 2, Years 3 and 4, and Years 5 and 6, teachers plan together and inspection evidence shows that this is effective in ensuring continuity of learning across the three classes. Teachers' subject knowledge is good and in addition to the use of 'hooks', they make good use of resources, including the interactive whiteboard to introduce new learning. Assessment is strong, with teachers having a detailed understanding of the progress pupils make in their classes. Intervention programmes support effectively those pupils at risk of falling behind and the success of these is monitored rigorously. Pupils' information and communication technology skills are enriched by links with Winchester University, for example in the use of animation, and creation of film.

The quality of transition from the Early Years Foundation Stage into Year 1 has improved significantly in the last year and the Reception team is actively seeking to strengthen links with pre-school providers. The special educational needs co-ordinator has strengthened considerably the care, guidance and support for all groups of vulnerable pupils and

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monitors rigorously the progress of such pupils. As a result, their progress is good and any previous gaps in learning are closing rapidly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

In embracing fully the intensive support programme, the headteacher, senior leaders, staff and governing body have contributed to the significant improvements in teaching and learning, assessment and the curriculum. These in turn, have led to much improved attainment and progress in reading, writing in Years 1 and 2, and in mathematics across the school. The termly raising attainment plans are detailed and provide a rigorous focus for staff on improving pupils' progress. The school has benefited from the support of local authority colleagues through in-service training, with that in the use of assessment and the teaching of mathematics being particularly successful. There is a determination among senior leaders to maintain the impetus and drive the school forward once the intensive support programme finishes. The appointment of key staff, who have previous experience of teaching in outstanding schools, has been particularly beneficial to the improvements in the Early Years Foundation Stage and in Years 1 and 2.

The governing body supports the school effectively and is particularly challenging in relation to the performance of pupils, including children in the Early Years Foundation Stage. Members have a detailed understanding of the strengths of the school and its key priorities for further improvement. The school promotes equality of opportunity effectively, especially as gaps in the performance of different groups of pupils are closing rapidly. There is no discrimination in the school. The inclusion of pupils from minority-ethnic families in all aspects of its day-to-day life is a strength.

The school complies fully with all current legislation for safeguarding and child protection. It is especially vigilant in ensuring the safety of pupils during the current building work. The majority of parents and carers, and pupils raised no concerns about safety. The school plays a significant role within its local community and pupils benefit from links with Winchester College and Winchester University. Pupils from different ethnic heritages get on remarkably well with each other. Through its audit of community cohesion, the governing body identified the need to strengthen the school's focus on people from different backgrounds nationally.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in all areas of learning and the majority work within the goals they are expected to achieve by the start of Year 1. There is a significant improvement in communication, language and literacy, and in problem solving, reasoning and numeracy because of much improved teaching of these skills, especially in letters and sounds. Children enjoy their learning and take part enthusiastically in all the activities on offer. Their relationships with each other and with adults are good. Children respond particularly well to their 'Golden Rules'. During the inspection, children showed a good understanding of the life cycle of fish and knew the importance of washing their hands after handling real fish!

Teachers and teaching assistants ensure that children plan and choose their own activities, as well as giving them adult input, especially in developing key basic skills. Staff manage the limitations to outdoor play caused by the current building work especially well and ensure that children are safe. There is a strong commitment to engage parents and carers in supporting their children's learning and attendance through, for example 'WOW Wednesday', attending presentations made by children at the ends of topics and an attendance target of 96%.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Thirty-eight per cent of parents and carers returned the questionnaire. The majority were supportive of all aspects of the school's work. There were few written comments. The positive ones included: 'Stanmore is supportive of personal and individual needs' and 'The school has a very good atmosphere, warm and welcoming and all the staff are approachable'. There were very few negative comments and these related to individual concerns, which were shared with the school without identifying any individual.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanmore Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 112 completed questionnaires by the end of the on-site inspection. In total, there are 295 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	66	35	31	2	2	0	0
The school keeps my child safe	61	54	44	39	4	4	2	2
My school informs me about my child's progress	54	48	47	42	7	6	0	0
My child is making enough progress at this school	59	53	43	38	5	4	2	2
The teaching is good at this school	61	54	46	41	1	1	1	1
The school helps me to support my child's learning	58	52	44	39	5	4	3	3
The school helps my child to have a healthy lifestyle	46	41	55	49	6	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	53	47	46	41	1	1	0	0
The school meets my child's particular needs	53	47	49	44	6	5	0	0
The school deals effectively with unacceptable behaviour	44	39	49	44	6	5	1	1
The school takes account of my suggestions and concerns	40	36	56	50	4	4	2	2
The school is led and managed effectively	51	46	54	48	1	1	0	0
Overall, I am happy with my child's experience at this school	60	54	45	40	2	2	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 January 2011

Dear Pupils

**Inspection of Stanmore Primary School, Winchester SO22 4AJ**

On behalf of my colleagues, may I thank you very much for the warm welcome we received when we inspected your school. I would like to thank those of you in Year 6 and the members of SPEAK who gave up part of your lunch break to meet us. I am delighted to tell you that you go to a good school and one that is much better than at the time of its last inspection. The following are the key strengths of your school:

- You make good progress in lessons and your attainment has improved.
- You make an excellent contribution to the school and your community.
- Your behaviour is good and you get on remarkably well with one another.
- Teachers help you to make good progress because they know you as individuals so well.
- All staff take excellent care of you in keeping you safe and in helping you move up through the school, for example from Reception to Year 1.
- Those who lead and manage your school have used extra support and training offered to them to improve many aspects of your school, especially the curriculum.

Although you go to a good school, there are two things which we think would make your school even better. So I have asked your headteacher, teachers and governing body to:

- make sure that, when marking your work, all teachers tell you how you can improve in the future; and make sure that you always know how much work you should do by the end of a lesson
- make sure that teachers use their teaching assistants to help those of you who are older in your mixed-age classes more effectively at the start of lessons.

Yours sincerely

David Curtis

Lead inspector

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