

# Stamshaw Infant School

## Inspection report

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<b>Unique Reference Number</b>	116211
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	357908
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Stephen Lake

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michelle Love
<b>Headteacher</b>	Jo Cooper
<b>Date of previous school inspection</b>	14 July 2008
<b>School address</b>	North End Avenue Portsmouth PO2 8NW
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<b>Email address</b>	enquires@stamshaw-inf.portsmouth.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons or parts of lessons, seeing 10 teachers. Inspectors held meetings with representatives of the governing body, members of staff and pupils; they also spoke to some parents and carers. Inspectors observed the school's work and looked at: the most recent school self-evaluation form; the school development plan; the governing body minutes; and the school's assessments of pupils' attainment and progress. Inspectors also looked at the records held on vulnerable pupils and those with special educational needs and/or disabilities, school policies and reports from the School Improvement Partner. Inspectors analysed questionnaires received from pupils, staff and 58 parents and carers.

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

- The effectiveness of strategies to improve teaching and learning and their impact upon raising attainment.
- The use of assessment information to set challenging targets for pupils with special educational needs and/or disabilities.
- The impact of initiatives to improve attendance.
- The impact of the improved outdoor provision in the Early Years Foundation Stage.

## Information about the school

This is an average sized primary school serving a wide local area. Most pupils are of White British origin with a small percentage from other ethnic groups. A few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is well above average. Pupils' additional needs are mainly moderate learning difficulties and speech and language difficulties although a small minority also have either behavioural and emotional needs or difficulties within the autism spectrum. A pre-school provision operated by an independent supplier is situated on site. This is subject to separate inspection.

**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

Stamshaw Infant School provides a good standard of education. It places an extremely high value on ensuring that pupils are treated as individuals capable of high achievement. Pupils' contribution to the school and local community is outstanding and, together with their good behaviour, ensures that the school is a welcoming and friendly place in which to learn. The good quality curriculum provides exciting opportunities for learning. The outstanding care, guidance and support provided ensure that pupils not only feel very safe but also have an excellent understanding of how to stay safe and keep healthy. Pupils' spiritual, moral, social and cultural development is outstanding. Safeguarding procedures are good and the school takes great care to keep pupils safe. Pupils whose circumstances may make them vulnerable gain valuable additional support from the excellent partnerships with external agencies and other adults. Parents and carers are kept very well informed and closely involved in their children's learning. Strategies to promote community cohesion are good.

Good teaching ensures that achievement is good and improving. Children get a good start to their education in the Reception classes. The improved outdoor area is enabling a wider range of activities to be introduced but these are not always planned in a way that links them closely enough to the main activities taking place each day and which allows independent learning to occur. Pupils build securely upon this good start and make good progress to reach broadly average levels of attainment at Year 2. Attainment and progress are improving, particularly in reading and mathematics, due to the rigorous strategies to improve teaching and learning, but attainment in writing, although broadly average, is not as strong.

The driving force behind this school's success and continued improvement is the strong senior leadership team led well by the effective and highly regarded headteacher. Its work was described by another member of staff as 'inspirational'. Leaders know the school's strengths and weaknesses well and use this knowledge effectively in the good quality school development plan to set out clear and well-focused strategies for improvement. The good governing body supports the school well and holds it to account effectively. Together with the staff governors share a strong desire to raise standards and improve the provision. The strengths of the previous inspection have been maintained. Attendance and attainment in reading and mathematics have improved. Robust action is already in place to address areas for improvement noted in this report. This indicates a good capacity for sustained improvement.

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

- Improve attainment in writing by July 2012 by:

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- providing better opportunities for early writing and mark-making in the outdoor area for the Early Years Foundation Stage
  - embedding securely the improved use of assessment information to provide more challenging short-term targets in writing for all pupils, especially those who are more able
  - ensuring that the quality of marking in writing improves to match that in mathematics so that the pupils consistently know what they need to do to improve their work.
- Build securely upon the improvements to the provision in the Early Years Foundation Stage by September 2011 by planning better links between the central themes of lessons and the activities set up to enable independent learning by children in the outdoor area.

**Outcomes for individuals and groups of pupils****2**

Children enter the school with a very wide range of learning experiences and attainment on entry is well below that normally found on entry to the Reception Year. They make good progress in the Early Years Foundation Stage, but their very low starting points mean that skills, especially writing, remain below average levels when they start Year 1. By the time pupils leave the school at the age of seven, they have made good progress because of the rich curriculum and good teaching they receive. This year the school has focused on improving learning in reading and mathematics and pupils thoroughly enjoy their learning experiences. For example, boys' reading skills have improved through the Boys Enjoy Reading Team (BERT) initiative where fathers and grandfathers come to school almost every day to help listen to boys read and share text. In an outstanding lesson pupils made excellent progress in their understanding of how to compare numbers because the teacher focused on correct mathematical vocabulary and made the exercise a challenging problem to solve. Due to the successful focus on improving learning in reading and mathematics, pupils in Year 2 are on track to reach above average attainment in reading and mathematics, which represents outstanding progress in the last 12 months.

Other well-planned activities support learning in many ways. For example, the annual visits from some circus performers who teach pupils circus skills for a whole week are extremely memorable for pupils and make a huge contribution to their spiritual, moral, social and cultural development. Pupils with special educational needs and/or disabilities together with those for whom English is an additional language receive high quality targeted support. Their learning is broken down into small manageable steps which enable them to make good and sometimes outstanding progress against the specific targets set for them. The school is now seeking to apply similar strategies to improving pupils' writing in the coming year in order to raise attainment in this aspect of learning. Good quality art was observed throughout the school.

Pupils demonstrate great maturity in the polite and courteous way they speak with visitors. They say there is no bullying and trust the adults to deal with any that might occur. Pupils make an excellent contribution to school life by taking on a wide range of responsibilities, including as school councillors and playground leaders. They contribute to the wider community in many ways, for example, by taking part in a walking bus exercise called 'Brake Walk' which has been successful in persuading the local authority to reduce the speed limit around the school to 20 miles per hour. This was part of a partnership

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exercise involving other schools linked to a national focus. Pupils' excellent understanding of how to stay healthy and keep fit is evident in many ways. Pupils take advantage of the many opportunities for physical activity in the playground and in after-school clubs. A high quality strategy to help parents and pupils understand what constitutes a healthy lunch has given pupils an excellent understanding of healthy eating. Pupils have a strong understanding of right and wrong. They show a curiosity about the world around them, and work and play together very well. Pupils have a good knowledge and understanding of different cultures and backgrounds nationally and internationally because of the school's good strategies for promoting community cohesion. Pupils' satisfactory basic skills, including their skills in information and communication technology (ICT), prepare them satisfactorily for the next stage of their education.

*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>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Central to the improvements taking place in learning are the changes to teaching. Well-chosen appointments have strengthened the teaching team. Teachers are helped to continually improve their skills through well-focused coaching and modelling of good teaching by members of the senior leadership team. All members of staff appreciate this. Teachers make very good use of ICT to stimulate and motivate pupils. Questioning is good and adults are skilled at asking the questions that not only assess what pupils know but also extend their learning.

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Assessment information is used very well in mathematics to plan lessons that challenge all pupils to achieve their very best. In an outstanding lesson observed in Year 2 pupils made excellent progress in adding sums of money up to and exceeding £100 in the context of working out the costs and profits of a fun fair. Pupils were able to judge their own success because the planning matched the tasks very well to each different group and showed each group how to judge how well they achieved their individual targets. This same degree of focus on using assessment information is not yet applied fully to writing, where targets are more general and less challenging and not matched closely enough to the individual needs of pupils, especially the more able, on a day-to-day basis. Marking is generally good and often gives pupils clear guidance on what they need to do to improve but is better in mathematics than writing. Skilled teaching assistants provide good support in lessons for pupils with special educational needs and/or disabilities to keep them fully included in lessons.

The stimulating curriculum makes very good provision for pupils' personal development. Visits and visitors to the school enhance learning in many areas and give pupils additional experiences that the school alone could not supply. Particularly good use is made of the local area with visits to local parks and places of interest which increasingly provide additional stimulation for writing and art. Partnerships with other local schools and other groups provide good opportunities for sport.

Pastoral care is extremely strong. Good quality procedures for child protection are known and understood by all. The school is particularly vigilant in ensuring the safety of pupils whose circumstances make them vulnerable and in monitoring their attendance. Close links with the local authority services and the high quality provision within the school ensure that pupils with additional needs of all types are supported very well. Health is given a very high priority and the school leads a local initiative to support parents in dealing with childhood obesity. Rigorous monitoring by the school and the excellent support given to parents and carers have improved attendance significantly. The needs of pupils deemed gifted and talented are met well. They are identified early and are given many opportunities to develop their skills and talents through strong partnerships with schools in the local learning community.

*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?**

Strong leadership ensures that a very strong ambition to continually improve the opportunities for all pupils is shared by all staff and governors. The gap in attainment between groups of pupils is closing due to the strong procedures to tackle any incidents of

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discrimination and promote equality of opportunity. Regular training for staff and the governing body and close monitoring by the governing body ensure safeguarding requirements are met well. The governing body monitors the work of the school closely through focused visits. The progress of all groups is monitored regularly and the information gained used effectively to identify where improvements can be made. Challenging questioning from the governing body helps evaluate and modify the school development plan. Governors undertake regular training and play an active role in evaluating the work of the school and setting its strategic direction. For example, the local authority's request to increase the admission number from 75 to 90 each year has been rigorously examined and budgeted for before being agreed.

Parents, carers and pupils are consulted regularly and their views taken into account. A dedicated pastoral support leader works very closely with parents and carers. As part of the extremely strong partnerships with other local schools, DVDs to help parents and carers support their child's learning have been produced to meet an identified need. Engagement with parents and carers is strengthened through 'Parent Power' courses designed to enhance parenting skills which are run in close partnership with the local learning community. Community cohesion within the school is very strong, with all groups of pupils working together harmoniously. Good quality strategies to promote community cohesion beyond the school are in place and the school has identified the need to evaluate the effectiveness of these more rigorously.

*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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

An extremely welcoming and stimulating environment is provided for children. All areas of learning are covered well. Close and positive relationships with the many local pre-school groups as well as with parents and carers ensure that children settle quickly and happily.



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Children make good progress and enter Year 1 well prepared for their future learning. The improved outdoor area is enabling a wider range of activities to be provided in all weathers to make learning interesting and enjoyable. The school has recognised that this is still a developing area and at present there are slightly fewer opportunities outside for early mark-making or writing. Adults generally ensure a good balance between teacher-directed and self-chosen activities, which helps children to develop as confident learners. Nevertheless, planning to ensure that children get enough opportunity to choose between working inside or outside on the same activities during independent learning sessions is sometimes not rigorous or systematic enough.

The Early Years Foundation Stage is led and managed well. Good quality systems for checking on children's progress are used effectively to plan work that challenges children to achieve well. Children with special educational needs and/or disabilities are identified at an early stage, enabling highly effective support to be provided. Welfare needs are met very well and high quality care helps children to feel secure and confident. Children display positive attitudes and learn to relate well to others. The good partnership between children and adults, and a high focus on praise, ensure good behaviour.

*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

A broadly average proportion of parents and carers completed questionnaires about the school. The overwhelmingly majority of these were extremely supportive of the school. Some chose to add written comments. Typical of these comments are: 'I cannot thank the school enough for giving my children the best start' and 'My child has thrived at this school.' There are no areas in which a significant proportion of parents and carers expressed concern.

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

Ofsted invited all the registered parents and carers of pupils registered at Stamshaw Infant 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	81	10	17	0	0	0	0
The school keeps my child safe	53	91	5	9	0	0	0	0
My school informs me about my child's progress	42	72	16	28	0	0	0	0
My child is making enough progress at this school	44	76	14	24	0	0	0	0
The teaching is good at this school	46	79	12	21	0	0	0	0
The school helps me to support my child's learning	44	76	12	21	2	3	0	0
The school helps my child to have a healthy lifestyle	44	76	14	24	0	0	0	0
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)	36	62	18	31	0	0	0	0
The school meets my child's particular needs	42	72	16	28	0	0	0	0
The school deals effectively with unacceptable behaviour	34	59	20	34	2	3	0	0
The school takes account of my suggestions and concerns	40	69	18	31	0	0	0	0
The school is led and managed effectively	48	83	9	16	0	0	0	0
Overall, I am happy with my child's experience at this school	53	91	5	9	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



13 June 2011

Dear Pupils

**Inspection of Stamshaw Infant School, Portsmouth PO2 8NW**

Thank you for making us so welcome when we came to visit your school. I particularly enjoyed talking to you about the circus week. We were all impressed by your good behaviour and your politeness. Stamshaw Infant School is a good school. Here are just some of the things that we liked.

- You get a good start to your school life in the Reception class.
- Your achievement is good and you make better progress in your learning than most children your age because of the good teaching you receive.
- Your school makes learning interesting and fun because of the good range of enjoyable activities provided for you.
- The school looks after you extremely well, which is why your understanding of how to stay safe and keep healthy is outstanding.
- You make a good contribution to the running of the school through the school council and other jobs that you do.
- The school is led and managed well by your headteacher and the people who help her.
- Your parents get many excellent opportunities to be involved with the school.

To help make your school even better we have asked the staff and governors to:

- help improve your writing skills so that they are as good as your reading and mathematics skills
- make sure that, for those of you in Reception, the activities planned and those you choose for yourself in the outdoor area are linked closely to what you are learning about in the other parts of your lessons.

You can help by continuing to work as hard as you can.

Yours sincerely

Stephen Lake  
Lead inspector

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