

Stoke Lodge Primary School

Inspection report

Unique Reference Number	134678
Local Authority	South Gloucestershire
Inspection number	381714
Inspection dates	29–30 September 2011
Reporting inspector	Christine Huard

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	368
Appropriate authority	The governing body
Chair	Dennis Richardson
Headteacher	Richard Clark
Date of previous school inspection	27–28 January 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons or parts of lessons. Thirteen teachers were observed teaching. Meetings were held with staff, members of the governing body and pupils. Parents and carers were spoken to as they accompanied their children to school in the morning. Inspectors observed the school's work and looked at some of the documentation. This included the school development plan, monitoring, tracking and assessment information as well as planning and the governing body minutes. The school's procedures for ensuring pupils' safety were closely scrutinised. In addition, questionnaires from 101 parents and carers were analysed as well as 21 returned by staff and 94 from pupils.

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

- The success of actions taken to raise standards in mathematics, particularly for girls in Key Stage 2.
- How well the school tracks the progress of different groups of pupils and how well it addresses any differences in performance.
- How well teachers use plenary sessions, marking and feedback to involve pupils in assessing the quality of their own learning and informing them how they need to move on.
- How well the school has developed the roles of middle leaders in order to give them a greater understanding of how to move on their subject or aspect areas.

Information about the school

Stoke Lodge Primary School is larger than most other primary schools. It is situated on the outskirts of Bristol and draws its pupils from the surrounding area. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most needs are related to moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is average. The school has fewer pupils who are at an early stage of learning English than most schools. The school has a number of awards including International School, Healthy Schools, Activemark and the BECTA award for information and communication technology.

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

Stoke Lodge is a good school. It has some outstanding features particularly in the high quality of care it affords its pupils and in some aspects of their personal development. It provides its pupils with an interesting and inspiring curriculum which means that pupils are well motivated and as a result they have made good progress with their learning. Parents and carers support the school wholeheartedly. As one said, 'The curriculum is broad and gives a well-rounded education to pupils whilst still focusing on the core subjects.' Many parents and carers commented on the warm friendliness of the school, summed up by another who commented, 'My child always goes to school happy and comes home with a smile.' The school's highly positive ethos and values underpin all aspects of the school's life and are reflected in the unswerving dedication and commitment of the headteacher and the whole staff to the academic and personal needs of all pupils.

The school has moved forward greatly since the last inspection. Attainment has steadily risen year on year from significantly below average to above average in 2011. Over time, attainment is still average because the improvement has not yet consolidated. Standards in mathematics are not yet as high as they are in English. Although mathematics has improved well, higher attaining pupils, and girls in particular, do not always do as well as they should. They are not yet sufficiently confident at applying their skills and knowledge to solving more complex problems in order to reach the higher Level 5.

Teaching is consistently good. It motivates the pupils well because teachers seek to actively involve them in their own learning through challenging questions and interesting tasks. Pupils eagerly explained how much they enjoy school 'because teachers always try to make learning fun for us'. Pupils behave extremely well, willingly take on responsibilities and make a good contribution to the school and wider community. They care for each other in a practical and sympathetic manner. They have an excellent understanding of how to stay safe and proudly explain that they have all signed a promise that they will not subject anyone to bullying. Pupils are gaining a wide understanding of international issues and this is reflected in the International School award. While they have acquired a good knowledge of different faiths from their studies in school their practical understanding of the diversity of different faiths and cultures in the United Kingdom is more limited. They have had few opportunities, for example, to visit a local mosque or Hindu temple.

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Pupils' progress is tracked and monitored rigorously. Any concerns are identified quickly so that they can be addressed before they become problems. The school is very aware of the importance of pupils' personal and emotional well-being as an important factor in their learning. The care, support and guidance that pupils receive are outstanding and, as a result, pupils pursue their education in a safe and secure environment which ensures they are challenged to reach their full potential in all that they do.

The headteacher ensures that leadership roles are appropriately devolved. The four-year development plan is excellent with clear, quantifiable targets. Middle leaders have prepared action plans which effectively show the areas for development. The success criteria in these, however, are not sufficiently sharp and do not give sufficiently measureable targets. The school knows how well it is doing. The self-evaluation is accurate, although occasionally a little cautious. This is because governors and staff always feel they can improve further. The good improvements shown since the last inspection, particularly in English and mathematics, demonstrate that there is a good capacity for further sustained improvement.

What does the school need to do to improve further?

- Provide more complex problem-solving activities for older, higher attaining pupils in mathematics, particularly girls, in order to raise their confidence and enable them to reach the higher Level 5.
- Ensure that middle leaders' action plans contain success criteria that are specific and easily measurable.
- Improve the pupils' understanding of the diversity of faiths and cultures in the United Kingdom by enabling them to gain more first-hand experiences through visits or visitors.

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

Children get a good start in the Early Years Foundation Stage and this prepares them well for learning as they move through the school. By the time they move into Year 1 pupils' attainment is average having started from lower than expected levels for their ages. Pupils throughout the school learn effectively because tasks are usually well matched to their individual needs. Progress in English is particularly good and attainment in reading and writing was well above average in 2011. Strategies to raise attainment in mathematics have proved to be effective and pupils have made good progress. This was obvious in a Year 2 mathematics lesson where pupils were finding out about people's favourite pizza topping. They collected information and then independently made a graph to record their answers. Higher attaining pupils then used the graph to formulate their own well thought out questions, for example 'How many more children liked ham than pepperoni?' Because tasks were set at different levels all pupils were appropriately challenged and consequently they made good progress and achieved well. Older pupils too are generally challenged well as they are set for mathematics according to ability. Problem-solving activities are an integral

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part of the curriculum. However, these do not always challenge higher attaining pupils enough because the skills needed to solve them are not always complex enough. All groups of pupils achieve well, including the most able and those with special educational needs and/or disabilities. This is because their progress is carefully tracked to ensure they are making the progress they should. If problems arise they are quickly spotted and action is taken to address them. Pupils achieve well because they are very well motivated to learn. Their excellent behaviour and enthusiasm are in response to the good teaching they receive.

Pupils thrive in the nurturing atmosphere of the school. They have a good knowledge of what living a healthy lifestyle entails and this is reflected in the Healthy Schools and Activemark awards. They are thoughtful and reflective, assertive and confident. Their spiritual, moral, social and cultural development is good. The school council works very effectively and pupils make an excellent contribution to the life of the school. They are frequently asked for their ideas which are often then incorporated into the curriculum. Their punctuality, good attendance, as well as good literacy, numeracy and information and communication technology skills ensure they are getting a good grounding for the future.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

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

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Teachers work hard to enthuse and inspire their pupils. They ensure that pupils know what they are going to learn and use resources, such as interactive whiteboards and individual laptops, skilfully to enhance pupils’ learning. Pupils have lots of opportunities to discuss and compare their thinking with partners. Teachers use questions proficiently to ascertain the pupils’ understanding. However, in mathematics, girls in particular are less assertive than some of the boys. Teachers do not always give them sufficient opportunities to explain their own methods and thinking. Tasks are carefully devised to meet the learning needs of all pupils so that they are appropriately challenged or supported. Teachers use plenary sessions well to evaluate how well pupils have understood their learning and to plan what the next steps will be. In this way pupils always know what their learning is going to lead on to. There is a whole-school marking policy which is applied consistently. Consequently, pupils understand just how well they are doing and exactly how to improve their work.

The school has developed an exciting and creative curriculum. The themed approach means that effective links are made across a range of subjects including mathematics and English. This has a particularly good impact on progress because pupils have many opportunities to practise many of their skills. However, problem-solving activities are not always complex enough to challenge the highest attainers in mathematics allowing them to use higher level skills. The whole of the school environment, indoors and outdoors, is used to good effect and helps to bring subjects such as science alive for the pupils. The good use of information and communication technology effectively demonstrates the reasons for the school’s award in this area. It is fully integrated into all topics and the good use of the internet means that pupils have a wide range of opportunities to further extend their learning. There is an excellent focus on keeping safe on the internet. A wide range of visits and visitors as well as an excellent range of out-of-school activities provide pupils with many additional opportunities to enhance their learning.

It is firmly bound up in the ethos and culture of the school that every pupil’s needs are individually known and catered for. As a result all pupils, including those with special educational needs and/or disabilities, make good progress. The school works extremely closely with parents and carers and a wide range of outside agencies to enable them to make the best possible provision. Transition arrangements into and out of the school are very effective. Pupils receive particularly strong support for their personal development and are very well cared for.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The headteacher is extremely skilled, fully committed and drives forward the ambitious, but realistic, programme outlined in the school development plan. Leadership roles are devolved effectively and those of the middle leaders are developing well. Middle leaders are becoming more fully involved in the monitoring of their subjects and are developing their own action plans. The targets in these are not yet sharp enough. Equality of opportunity for all pupils is promoted well. For example, the progress of all groups of pupils is carefully monitored to ensure all make good progress. The school’s tracking system ensures that the progress of all children is checked closely to identify any patterns that might be developing. Short, sharp interventions are often put in place to alleviate any short-term problems.

The school’s partnership with parents and carers is excellent. It provides many opportunities for them to support their children’s learning through parents’ evenings, workshops, regular newsletters and internet access. Comprehensive reports on pupils’ academic and personal progress are issued three times a year. The school has wide-ranging links with a range of outside agencies and organisations which promote pupils’ learning and well-being extremely well. In addition, many staff have outstanding knowledge, particularly in the fields of information and communication technology and English, which they share with other schools through organised training opportunities. The school promotes community cohesion well and as a result, pupils’ knowledge of the differing cultures represented in the United Kingdom is good. The governing body has a good overview of the school’s direction and the priorities which it helps formulate. Regular visits, reports and meetings with staff mean it is able to monitor the performance of the school effectively. Safeguarding procedures are extremely thorough. There are very careful checks on all adults who work in the school and health and safety checks as well as risk assessments are carried out rigorously.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1

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The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Reception classes make good progress. Their curriculum is well planned and good use is made of the outside areas. Children are eager to learn and make good progress because teaching is lively and exciting. There is a good balance of those activities led by the teacher and those that children choose for themselves. There are many opportunities for children to pursue their early literacy and numeracy skills. Teachers are skilled and ensure that tasks are short and snappy at this early part of the year in order to keep children focused and interested. Questioning skills of all staff are good and these encourage children to explain their thinking and reasoning so that they fully understand their learning. For example, during one session children enjoyed sorting bears into different groups. The questions asked helped them to clearly identify and explain the reasons for sorting them the way they did, by size and colour. Similarly, they eagerly investigated how they could direct water so that the flow was at different levels and thoroughly enjoyed making the water cascade using guttering. Children learn to share, take turns, and develop independence and the ability to make choices. Interesting themes make the curriculum and learning relevant and exciting.

The care and attention given to children’s welfare are excellent. Children’s individual needs are known and acted upon and children feel very safe and secure. Induction processes are excellent and there are very good relationships with the pre-school on site and with the other settings from which children attend. Leadership and management are good. Ongoing monitoring of the progress children are making ensures that activities are well matched to their needs on a day-to-day basis. Observations are made that carefully record children’s progress. However, short observations do not always identify how children’s learning can be further extended to inform future planning. Consequently opportunities to accelerate children’s progress are occasionally missed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

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There was an average response to the Ofsted questionnaire with 101 questionnaires returned, representing just under a third of the families attending the school. A very large majority of parents and carers are very pleased with all that the school has to offer. This was reflected in the comments made both on the questionnaires and in person to the inspectors. All parents and carers are very confident that their children are safe and well cared for. They also express confidence in the leadership and management of the school. Almost all are happy with the experiences their children are receiving and this was reflected in the many positive comments that were made. One example sums them all up, 'The team at this school are very approachable and friendly. They provide a brilliant atmosphere for my child to learn.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoke Lodge 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 368 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	76	24	24	0	0	0	0
The school keeps my child safe	82	81	19	19	0	0	0	0
The school informs me about my child’s progress	54	53	43	43	2	2	0	0
My child is making enough progress at this school	50	50	45	45	3	3	0	0
The teaching is good at this school	71	70	27	27	1	1	0	0
The school helps me to support my child’s learning	52	51	44	44	3	3	0	0
The school helps my child to have a healthy lifestyle	61	60	37	37	2	2	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)	53	52	45	45	0	0	0	0
The school meets my child’s particular needs	58	57	38	38	2	2	0	0
The school deals effectively with unacceptable behaviour	68	67	28	28	2	2	1	1
The school takes account of my suggestions and concerns	54	53	42	42	3	3	0	0
The school is led and managed effectively	85	84	15	15	0	0	1	1
Overall, I am happy with my child’s experience at this school	82	81	17	17	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



3 October 2011

Dear Pupils

Inspection of Stoke Lodge primary School, Patchway, BS34 6DW

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and how pleased you are with how well you are doing. You are right to be pleased, because it is a good school!

Here are some of the highlights.

- You really enjoy school and make good progress in English, mathematics and science.
- You behave extremely well, both in class and out in the playground.
- You are reflective and are proud of your school. You take very good care of each other.
- You have an interesting and exciting curriculum.
- You understand very well how to stay safe.
- The headteacher and governors are good at running the school and understand well how they could make it even better.
- Your teachers are doing a good job. They work hard to plan interesting lessons and involve you as much as possible.
- All staff take very good care of you and keep you safe.

There are some things the school could do better and we have asked the headteacher to make sure three areas improve:

- ensure that older pupils have more opportunities to solve difficult problems in mathematics so that the girls, in particular, become more confident in this area
- ensure that the targets teachers set for improvement in their action plans are much more precise
- provide more opportunities to visit places such as a mosque or Hindu temple to give you more first-hand understanding of the different faiths and cultures in the United Kingdom.

You can help by really thinking out your answers to problems logically and ensuring your teachers know when you do not understand something.

Yours sincerely
Christine Huard

Lead inspector

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