

Stoborough Church of England Primary School

Corfe Road, Stoborough, Wareham, BH20 5AD

Inspection dates 4–5 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Pupils make excellent progress in reading where their attainment is well above the expected level by the time they leave.
- The dip in attainment seen in the Year 2 national tests last year has been swiftly addressed. Attainment in writing and mathematics is above that expected and well placed to improve further.
- Pupils at risk of falling behind, including disabled pupils and those with special educational needs and pupils in receipt of pupil premium funding, are closing the gap well on their peers.
- Outstanding spiritual, moral, social and cultural development and the school's very caring and supportive ethos help pupils develop excellent attitudes to learning and behave exceptionally well.
- Teaching is good and the proportion of outstanding lessons is increasing. Teachers explain new learning well and provide challenging activities to help stretch pupils.
- A major reason for the school's rapid improvement this year is the headteacher's exceptionally strong determination and drive for improvement, and the hard work of staff to help achieve this.
- Systems for checking how well improvement strategies are helping to raise achievement are very comprehensive and thorough. As a result, the school has a very clear picture of how well it is doing. It is already beginning to tackle remaining weaknesses, giving it a good capacity to improve further.
- Governors provide very good support and have been especially effective in helping the school to improve rapidly over the past year.

It is not yet an outstanding school because

- Although teaching is never less than good, and improving, some inconsistencies remain, especially with regard to marking and use of pupils' targets to help pupils improve.
- Leadership in some subjects is strong and has improved in others but, partly due to staff changes, some leaders are still developing their skills in monitoring and development work.

Information about this inspection

- The inspector observed seven lessons of which two were joint observations with the headteacher. In addition, the inspector made a number of other short visits to lessons, heard a sample of pupils read, and scrutinised a sample of pupils' written work.
- Meetings were held with groups of pupils, members of the governing body and staff including senior and middle managers. A representative of the local authority was also spoken to.
- The inspector took account of the 28 responses to the on-line questionnaire (Parent View) and the school's own parent questionnaire. A small number of parents bringing their children to school were also spoken to.
- The inspector observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring and safeguarding were also looked at.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Full report

Information about this school

- Stoborough is a smaller-than-average-sized primary school with one class in each year group.
- Re-organisation to education in Purbeck has meant that the age range has increased to admit pupils up to 11 years of age. At the time of this inspection, the eldest year group in the school was aged 10 years.
- The proportion of pupils with special educational needs supported by school action is below the national average. The proportion supported by school action plus or a statement of special educational needs is broadly average.
- Few pupils are from minority ethnic groups or speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in local authority care, children from service families and pupils known to be eligible for free school meals, is below average.
- Stoborough Nursery shares the school site. This is run by a private provider and was not inspected.
- Since the school's last inspection there have been two changes of headteacher. The current headteacher has been in post since September 2012.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding and accelerate the rate of pupils' progress, especially through:
 - ensuring that during lessons, when pupils are learning quickly, activities are regularly adjusted to provide an even higher level of challenge to help them do really well
 - consistently marking pupils' work to indicate what pupils have achieved and provide advice on how they can do better
 - providing pupils with individual improvement targets that relate to all the important features they are working on in each subject, and make more reference to these during lessons to encourage pupils to work towards them.
- Strengthen the quality of subject leadership by:
 - enhancing staff skills in monitoring, evaluation and development work
 - taking more opportunities to work with colleagues holding similar responsibilities in other schools in order to check the accuracy of the school's monitoring and assessment, and share information on outstanding practice
 - ensuring that staff keep fully up to date with the latest trends and developments in their subject in order to maintain an aspirational vision for pupils at Stoborough.

Inspection judgements

The achievement of pupils

is good

- Evidence from the school's own tracking data, scrutiny of pupils' workbooks and lesson observations clearly indicates that progress has accelerated well this year and is good. Pupils are aware that they are doing well, a view shared by their parents.
- Attainment on entry does vary, but is broadly around the level expected for this age. Reception children make good progress, exceptionally so in their early reading skills, and attainment on entry to Year 1 is above average.
- The school successfully maintained high attainment levels since its previous inspection until last year, when this declined both at the end of Years 2 and 4. Weaknesses in progress seen then have been fully addressed and attainment has risen well this year, most notably in reading which is well above average at the end of Year 2 and also in the older classes.
- Last year the group of pupils now in Year 5 did not attain as well as previous cohorts. Strenuous efforts were made to ensure progress this year has been rapid, and attainment in writing and mathematics by the end of Year 5 is above the level expected. This is very well placed to rise further as pupils in Years 3 and 4 are already attaining levels well above those expected.
- From Reception, pupils develop exceptionally strong phonic skills (accurately reading the sounds letters make in words). By the end of Year 2, virtually all pupils read confidently and expressively, with Year 5 pupils being very skilled at inferring what might happen from clues in the text.
- In writing, due to the excellent focus on these aspects, pupils' handwriting, spelling and use of punctuation is very good, so their work is always well presented. Younger pupils use interesting adjectives and adverbs and features such as alliteration and metaphors, and by the end of Year 5, pupils write well in a range of different formats such as stories or letters.
- A strong emphasis on basic mathematics skills helps pupils to calculate accurately including when using data or measures and in solving problems. By Year 5, pupils are confident mathematicians, for example when working with coordinates or angles.
- The school's strong commitment to equality of opportunity is clearly evident in the effective use of funding to support disabled pupils and those with special educational needs, pupils from minority ethnic groups and also pupils in receipt of the pupil premium. As a result, these pupils achieve as well as their classmates, most attaining the levels expected for their age.
- Those pupils in receipt of pupil premium funding who do not also have special educational needs have already closed the gap on their peers in English and mathematics by the end of Year 5, and those who do have special educational needs are only about a term behind. This clearly demonstrates the effectiveness of strategies in place to support them.

The quality of teaching

is good

- The quality of teaching has improved rapidly over the past year due to: very rigorous monitoring and support; an effective range of professional development; and opportunities to learn from excellent practitioners in other schools. Both inspection evidence and the school's own monitoring indicate that teaching is uniformly good and a significant minority is outstanding.
- The consistency of approach in the majority of the important aspects of teaching benefits pupils well. In particular, well planned lessons provide a range of activities to challenge pupils working at different levels.
- The good subject knowledge of teachers and classroom assistants helps them explain and demonstrate new skills clearly and questioning pupils effectively draws out their understanding.
- Learning is monitored well, so that when pupils are unsure of how to tackle a question, or make errors, this is swiftly addressed. However, few teachers adjust tasks for pupils who are learning quickly and set new challenges to help them do even better, which limits learning.

- Outstanding relationships between staff and pupils mean behaviour management is excellent. Pupils always willingly do what is asked of them, but a small minority of staff do not capitalise well enough on this by encouraging a brisk pace throughout lessons.
- Well-trained classroom assistants support small group work for pupils at risk of falling behind effectively, exceptionally so during very focused literacy or numeracy tasks. This is a key reason why these pupils are catching up well on their peers.
- The use of assessment and target setting to support learning has improved well over the past year, although there are still some inconsistencies in practice. In particular, marking does not always help pupils recognise what they have achieved nor how they can do better.
- Reading skills and basic writing and mathematics skills, such as spelling and calculation, are especially well taught, and pupils are set effective individual targets for these to help them do well. However, in some year groups, the targets place less emphasis on improving the quality of content in pupils' writing and application of their calculation skills in different contexts, which limits pupils' aspirations for achieving well in these aspects.
- Parents are very confident that their children are well taught.

The behaviour and safety of pupils are outstanding

- Pupils' excellent behaviour, thoughtfulness towards others and attitudes to school, play a major role in helping achieve their good progress. The school is a very happy and safe place to be. There have been no exclusions for a number of years and little persistent absenteeism. Attendance is above average.
- The school's outstanding, caring ethos, a feature consistently praised by parents, has a marked effect on the way that pupils relate to their peers and adults. In lessons, around the school and at play times, their behaviour is always of a high quality.
- This aspect is exceptionally well fostered by outstanding spiritual, moral, social and cultural development which helps ensure that discrimination in any form is strongly discouraged and prepares pupils especially well for their future in a diverse society.
- Pupils have very high expectations of one another. Although they cannot identify any incidences of what might be deemed bullying, they are encouraged to report the very small amount of 'grumpy' or unkind behaviour to staff, which is always dealt with swiftly and carefully logged and monitored. This helps ensure that any lapses in behaviour are successfully dealt with.
- Pupils are well aware of how to avoid hazards they might meet in school or outside. They are very well briefed on how to deal with cyber bullying and how to keep safe in the water, an important factor due to the regular use of the swimming pool on site.

The leadership and management are good

- The headteacher and governors have been the driving force in moving the school forward over the past year. The headteacher has successfully gained the confidence of staff, and their commitment to making a considerable number of changes in a short time has resulted in a rapidly improving school.
- Governors have not only set high challenges for the school, they have played a key role in supporting senior leaders to reach them. In particular, their contribution to monitoring has helped provide an important objective view for staff.
- The school is rapidly addressing recent inconsistencies in the quality of teaching. Although it is still not fully back to providing the high quality education seen previously.
- Current monitoring and support of teaching, including through performance management, are very strong. As a result, inadequate teaching has fully been eradicated and the proportion of outstanding teaching has risen well.
- Procedures for monitoring the quality of education and pupils' progress and tackling weaknesses

have improved especially well this year. They are used to very good effect by the headteacher and governors to help drive forward improvement.

- With less need to tackle weaknesses from the time of the school's last inspection until 2012, some skills in subject leadership lapsed, particularly in updating subject expertise and regular checking that monitoring and assessment procedures were accurate. This area has already improved well, although it still needs support from the headteacher as some subject leaders' skills are not yet fully developed. This aspect remains a key priority for the school.
- The school has benefited from strong support from the local authority and its officers over the past year. Expertise has also been provided to support subjects where improvement was needed and for disabled pupils and those with special educational needs. This has played an effective role in helping to achieve the improvements currently seen, with the local authority being correctly confident that little support is needed in future.
- Pupils benefit from a good curriculum that helps them to learn well. They especially like the links made between subjects that make learning exciting and relevant. Their personal, social and health education is promoted exceptionally well. Special support activities for those pupils who need them are very effective.
- The school maintains a good relationship with parents who are keen to support their children's learning at home, especially in reading, which has a positive impact on learning.
- Safeguarding, including through child protection procedures and the vetting of staff, is given high priority and fully meet requirements. The school's recent safeguarding audit indicates high quality in this aspect.

■ **The governance of the school:**

- Governors are extremely hardworking and supportive. They take their role very seriously, consequently holding staff to account effectively and supporting improvement well. Monitoring activities ensure they are very well informed and effectively compare the school's performance with that of others locally and nationally, setting challenging targets for raising attainment. Governors are very committed to training, for example in safeguarding, and use their expertise such as in finance well. Governors' understanding of teaching quality is very good and helps the governors make astute decisions regarding performance management and salary increases. Monitoring of pupil premium funding, largely allocated to provide staff training and resources for special activities, is very thorough, ensuring this is adjusted where necessary to produce positive outcomes.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113753
Local authority	Dorset
Inspection number	413471

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair	Deborah Barclay
Headteacher	Deborah Corbin
Date of previous school inspection	12 June 2007
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