

Stanmore Primary School

Stanmore Lane, Winchester, SO22 4AJ

Inspection dates

27–28 March 2014

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

Summary of key findings for parents and pupils

This is a good school

- The school has undergone a period of rapid improvement over the past 18 months, especially to the quality of teaching and the rate at which pupils make progress.
- The quality of teaching over time is good, which ensures pupils make good progress across the school and achieve well.
- There is some outstanding practice in the Reception class, where children get off to an excellent start.
- The behaviour of pupils is good. They feel safe and happy in the school and want to learn.
- The headteacher has led the drive for improvement extremely well. Her commitment to improve outcomes for pupils is shared by all staff and governors.
- Governors regularly visit the school and are able to make accurate judgements on how well it is progressing.

It is not yet an outstanding school because

- There is still more to do to improve teaching and learning so that all pupils, especially the most able, are appropriately challenged and make rapid progress as a result.
- Pupils do not always transfer the knowledge and skills learnt during their guided reading sessions to other subjects.
- A small minority of pupils continue to rely on adults to ensure they stay on task in lessons.

Information about this inspection

Inspectors observed learning and teaching in 16 lessons including a visit to a session on linking sounds and letters (phonics).

- Pupils from Years 2 and 3 were heard reading.
- Inspectors observed the school's work and looked at: information about pupils' progress and attainment; the school's development plan; subject action plans; governing body documentation; pupils' work; and policies and procedures, including those relating to health and safety and the safeguarding of pupils.
- The 55 parental responses to Ofsted's online Parent View survey, along with a letter from a parent, were also considered. Staff questionnaires were considered and pupils' opinions were gathered, especially about their learning over time.
- Discussions were held with senior and other leaders, teachers, the Chair of the Governing Body, three other governors, pupils, parents and a representative from the local authority.

Inspection team

Michael Pye, Lead inspector	Additional inspector
Ian McAllister	Additional inspector
Stephanie Matthews	Additional inspector

Full report

Information about this school

- The school is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for those pupils eligible for free school meals, looked after children and pupils from service families, is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average. The main needs of these pupils relate to behavioural, emotional and social difficulties.
- Most pupils come from White British backgrounds.
- The current headteacher joined the school in April 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There has been some high staff turnover in recent years.

What does the school need to do to improve further?

- Improve teaching further, so that all groups of pupils make rapid progress, by making sure that:
 - teachers set the highest of expectations for pupils, especially the most able
 - the skills and knowledge that pupils learn from guided reading sessions are transferred to all subjects.
- Develop the skills of the small number of pupils who find it difficult to stay on task without adult support so that they learn better and make faster progress.

Inspection judgements

The achievement of pupils

is good

- As a result of improvements to teaching, pupils' achievement has improved well over the past 18 months and is good.
- The success of these changes can be seen, for example, in pupils' attainment at the end of Year 2. In 2013 standards improved and met the national average for the first time in five years. Pupils also made better progress compared to the previous year.
- The school's current information on pupils' achievement, together with their work as seen in books, shows that pupils across the school are making good progress.
- In Reception children make very good progress from starting points that are generally well below the levels expected for their age.
- Despite the positive changes introduced to improve teaching and achievement, instability in staffing meant that Year 6 pupils in 2013 did not have enough time to make more rapid progress. Standards were below average in reading and mathematics and were broadly average in writing.
- Currently Year 6 pupils are making faster progress, and are on track to reach average standards in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress overall, in line with their peers. This results from some well-targeted work, both in and out of class, by teaching assistants.
- Pupils know how to separate, sound out the letters and then blend them to ensure they pronounce the words correctly. In the Year 1 phonics screening check the pupils last year attained at average levels; current pupils are on track to attain at similar levels.
- Guided reading lessons help to ensure that pupils progress in their reading and grammar knowledge. However, these skills and knowledge are not consistently transferred to other subjects.
- The most able pupils progress in line with their peers, but are not always given work that challenges them so that they make the best possible progress.
- In Year 6 at the end of 2013 pupils qualifying for the pupil premium were two terms behind their classmates in mathematics and reading, and were three terms behind in writing. However, the gap in achievement is closing and currently these pupils are progressing in line with their peers.
- The very large majority of parents who completed the online Ofsted Parent View survey judge that their children make good progress in their learning.

The quality of teaching

Is good

- In Reception the quality of teaching is at least good and often outstanding. This is because the quality of the interaction between adults and children is excellent. The children progress very well because the adults maximise opportunities to challenge them to think hard.
- Marking extends the pupils' learning well. Valuable guidance is given to pupils about the next step in their learning.
- Pupils are given time to respond to the comments and they say that they find the marking useful.
- In books and in lessons there are examples of teachers not having high enough expectations of pupils, in particular with regard to their spellings. Spellings are not always accurate and errors are not consistently highlighted by teachers.
- Pupils benefit from some probing questions that help ensure that they have to think deeply about the issue being studied. This also reflects the secure subject knowledge of the teachers.

- Most pupils' books show that they are making good progress, resulting from teachers setting suitable work and building well on what pupils know.
- Almost all pupils are prepared to answer questions and engage with the work because relationships within lessons are very positive.
- The very large majority of parents completing the online survey believe their children are taught well.

The behaviour and safety of pupils are good

- The school's work to keep pupils safe and secure is outstanding. Detailed checks are carried out to ensure the suitability of adults to work with children.
- The school adopts a very rigorous approach to record keeping; risk assessments, equipment checks and fire drills are all recorded and inform future practice.
- Similarly, very appropriate training records are kept; adults' knowledge of safeguarding and child protection procedures are revisited annually.
- All pupils spoken to say they feel very safe. They say that bullying is not an issue, and where any incidents occur then the school acts quickly and effectively to prevent any reoccurrence.
- They have a secure knowledge of what constitutes bullying and the dangers associated with the internet and other modern technologies.
- The behaviour of pupils is good; they know right from wrong. Pupils are polite, courteous and sociable. Their good social development is seen by the way they adapt their behaviour in different social situations.
- Pupils have good attitudes to learning and listen with respect during lessons. This is a reflection of their good moral and social development.
- In the dining room, corridors, playground and in assembly the pupils demonstrate their understanding of how to behave well.
- In lessons, including sessions in the Reception class, there is evidence of the way they co-operate well and share resources.
- Occasionally a small minority of pupils lose concentration in lessons when adults working with them move to another group. Adults do not always make clear that they expect these pupils to maintain focus and work well by themselves.
- Fixed term exclusions have reduced and are below average. Attendance has improved and is now average.
- Almost all parents believe their children to be safe and well looked after. Most believe that behaviour is good.

The leadership and management Is good

- The improvements to teaching, attendance and pupils' progress have been overseen by a determined senior leadership team.
- The headteacher's vision is strongly committed to continuous improvement. This has been well shared with the adults in the school. Their questionnaire replies were very positive.
- Senior leaders check the work of the school through a wide range of strategies. To check on the quality of teaching, they carry out lesson observations, scrutinise pupils' work, listen to pupils' opinions and link their findings to progress data to give them an all-round accurate view.
- The deputy headteacher has developed a rigorous coaching system which helps teachers to reflect upon and improve their teaching. As a result, teaching and learning are good across the school.
- Increasingly, subject coordinators are playing a full part in effectively checking the quality of work in their area of responsibility. They carry out the checks, analyse and take action to address any issues arising. Initiatives such as pupils recording the spellings they have learnt in

the special 'spelling lessons' is one successful action taken by the literacy co-ordinator to improve outcomes.

- The special educational needs coordinator is innovative. For those pupils with behavioural and emotional difficulties, the successful focus on improving their behaviour results in them being able to concentrate on their learning. The Early Years Foundation Stage leader oversees some excellent practice within a stimulating environment.
- The increased accountability has also been extended to classroom teachers. Regular progress meetings ensure that how well pupils are doing is the prime focus. This helps staff to identify where additional support can be given so that pupils progress as quickly as possible.
- Teachers and leaders have a good range of data to help them identify the success or otherwise of any actions taken. A particularly helpful piece of data is that showing cumulative progress over time.
- Leaders have a clear and accurate view on the quality of the school's work. This helps them to set very appropriate development priorities.
- Staff see the appraisal process as a positive experience, giving them time to reflect on their practice. Professional development opportunities are well matched to the needs of the school and individual teachers. Staff are under no illusion that pay and promotion are linked to outcomes in the classroom.
- The primary school sports funding is having a positive effect on pupils' health. More competitive sporting opportunities are in place, a wider range of activities is on offer and club membership is increasing.
- These complement a very good, stimulating curriculum. Pupils say they have lots to do and enjoy lessons. It supports the pupils' cultural development well when they write emails to Kagala and study aspects of India.
- Pupils benefit from working on a heritage project with a local university and access chess and debating opportunities through a contact with a local college. A particularly helpful link is with the local community centre, which gives the headteacher good opportunities to meet potential new parents and children.
- The local authority has provided good support, mainly in literacy and numeracy but also in helping the new headteacher to tackle priorities.

■ The governance of the school:

- Governors have an accurate understanding of the work of the school, particularly the quality of teaching, because they conduct visits, receive written reports, have verbal briefings and understand the information given to them by the school. They also understand national data and how well the school is performing in relation to other schools. This helps them to ask searching questions and hold leaders to account. Governors are clear that salary progression is linked to improvements to pupils' progress. The use of challenging targets to drive school improvement is well established and governors are very appropriately focused on raising achievement. Governors are involved in planning future developments and last year, for the first time, they attended a day's training alongside staff to help them do so. The governors are knowledgeable about the use of pupil premium funding and are aware of the improving picture regarding the progress of eligible pupils. Statutory responsibilities, especially those relating to child protection, safeguarding and health and safety are met.

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	115962
Local authority	Hampshire
Inspection number	441019

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	299
Appropriate authority	The governing body
Chair	Sarah Taylor
Headteacher	Justine Brooks
Date of previous school inspection	11– 12 January 2011
Telephone number	01962 852941
Fax number	01962 870397
Email address	admin@stanmore.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

