

Stoke Park Junior School

Underwood Road, Bishopstoke, Eastleigh, Hampshire, SO50 6GR

Inspection dates 23–24 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good. The expertise and ambition of the headteacher have ensured that the school's effectiveness has improved since the previous inspection.
- A new leadership structure is securing consistently good teaching. As a result, leaders, managers and governors ensure that pupils now make good progress and achieve well by the time they leave.
- Governors are increasingly effective in challenging leaders in the bid to improve the quality of teaching and pupils' achievement.
- Well-organised and improved provision for disabled pupils and those who have special educational needs ensures that these pupils make good progress.
- The gap in attainment between disadvantaged pupils and others is closing quickly because the school uses extra funding effectively to support their needs.
- Teaching is typically good. Pupils' improving ability with basic skills prepares them well for secondary schooling.
- Pupils' behaviour is outstanding. Pupils thoroughly enjoy the interesting activities and challenge offered in lessons. Their attitude to learning is exemplary.
- Relationships are excellent. Pupils' respectful and impeccable behaviour, both towards adults and to one another, is supporting their increasingly rapid progress.
- Pupils say they feel extremely safe in school. This is also the view of parents. Rigorously applied safeguarding procedures keep pupils very safe.
- Staff ensure that a deep commitment to pupils' physical well-being and their spiritual, moral, social and cultural development is threaded throughout the curriculum.

It is not yet an outstanding school because

- Pupils are not always confident to use different ways of solving mathematical problems.
- Occasionally, tasks are either too hard or too easy for pupils. Some teachers do not adjust learning quickly enough so pupils do not make the best progress they could.
- Pupils' reading skills are not fully extended because pupils do not always read widely or often enough, particularly outside school, to strengthen their skills.

Information about this inspection

- Inspectors looked at pupils’ learning in 23 lessons and observed 15 teachers. Teaching assistants were observed working with individual pupils and small groups. The headteacher and two assistant headteachers accompanied inspectors for most lesson observations.
- Inspectors looked at samples of pupils’ work across a range of subjects and classes. They talked to pupils about their work and heard individual pupils read from Years 3, 4 and 6.
- A wide range of documents was scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and the analysis by the school of how well it is doing and how it plans to improve. Records of checks on the quality of teaching were examined, along with records of visits to the school made by the local authority.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A meeting took place with a school adviser from the local authority.
- Inspectors took account of the views expressed in 56 online responses to Parent View and in informal meetings with parents and carers at the school during the inspection.
- Inspectors also took account of the results of 32 questionnaires completed by staff.

Inspection team

Anna Sketchley, Lead inspector	Additional Inspector
Spencer Allen	Additional Inspector
James Waite	Additional Inspector

Full report

Information about this school

- Stoke Park Junior is larger than the average-sized junior school.
- The proportion of disabled pupils and those who have special educational needs is lower than the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is below that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- There is a breakfast club facility at the adjacent infant school and a privately-run after-school club on the junior school site. These were not a part of this inspection.
- The school is part of Hampshire's provision for pupils with speech and language difficulties. The centre is situated in the adjacent infant school. It was not included in this inspection. Staff from the centre visit Stoke Park to support individual pupils.
- Staff from this resource provision support pupils in the junior school classrooms.

What does the school need to do to improve further?

- Raise pupils' achievement and the quality of teaching by:
 - developing pupils' mathematical reasoning and skills in solving problems, so that pupils can use these when learning new ideas or tackling new work
 - ensuring that pupils' reading skills develop confidently in a range of ways including, where possible, when not in school
 - adjusting tasks more quickly in lessons when work is either too hard or too easy, so that pupils make the best progress they can.

Inspection judgements

The leadership and management are good

- The headteacher's drive to improve standards since the last inspection has ensured that pupils' achievement has improved to generally good levels across the school and promoted high levels of pupils' behaviour.
- A reorganised senior leadership team now helps the headteacher maintain a sharp focus on improving teaching, pupils' learning and progress.
- The management of teachers' performance is used more rigorously to check the quality of teaching and eradicate weaknesses. Teachers are now very clear about the standard of teaching required and ensure that pupils make better progress. Newly qualified teachers are well supported.
- Effective assistance from local authority advisers has helped the school to improve teaching skills quickly. Subject leaders have benefited considerably from this advice. As a result, strategies to improve standards in writing and aspects of mathematics have helped improve pupils' achievement.
- The rate of change has been swift, resulting in many new staff appointments. However, excellent relationships and mutual respect are maintaining a harmonious community. The school is a happy place in which to learn, where exemplary behaviour and teaching can flourish.
- The headteacher has completed a radical review of provision for disabled pupils and those who have special educational needs, resulting in much improved progress for this group of pupils. Support for a wide variety of needs is very well organised. All pupils, including those receiving support from the speech and language centre, experience equal opportunities to learn, are not discriminated against, and are fully included in all that the school offers.
- Teachers ensure a high focus on the needs of disadvantaged pupils when planning learning. Positive steps to improve the use of additional funding to raise the attainment of disadvantaged pupils have been effective. This is rapidly closing the gap in standards between this group of pupils and all other pupils.
- The detailed and well-planned curriculum demonstrates that leaders have a secure recognition of the skills, knowledge and understanding pupils need to master in different subjects. Carefully established links ensure that pupils have good opportunities to practise their basic skills, especially writing for a purpose and an audience. Themes and opportunities excite pupils, including a study of volcanoes, the Great Plague, and First World War poetry. Pupils' achievement in mathematics has improved, but planning does not always ensure pupils learn to apply their powers of reasoning and solving problems. This slows the progress they make in numeracy.
- Encouraging pupils of different cultures and faiths to speak about their beliefs, complemented by visits to the local mosque and synagogue, for example, help all pupils to develop an understanding of the diverse cultures that exist in modern Britain. Learning about cultural differences world-wide is well supported by colourful books and resources about, for example, the Masai people of Africa.
- Pupils learn well about democracy and British values through the many responsibilities they undertake and by taking part in the school's own General Election campaign. They are well prepared for life in modern Britain.
- The school uses additional sport funding effectively to provide a wide range of sports and skills. Specialist teaching of gymnastics and dance has been particularly successful. Teachers are now competent to teach a variety of sports and there has been a significant increase in pupils' participation in local competitions and extra-curricular sports. When spoken to, pupils showed a good understanding of the contribution sport makes to their physical well-being.
- Safeguarding requirements are fully met. All staff and governors ensure that they rigorously adhere to the school's well-developed safety routines. Visitors are carefully checked and made aware of routines, for example, inspectors were warned of the regular testing of the fire bells.
- The school enjoys a very supportive relationship with parents. However, the school does not always work effectively with parents to raise their awareness of the importance of reading outside school. This reduces pupils' enjoyment of reading and the range of reading material pupils can choose. Plans to remedy this have begun, but they have not yet had time to make enough impact upon reading standards.
- **The governance of the school:**
 - The work of the governors has been improved since the last inspection. Governors now demonstrate a good understanding of their roles and responsibilities. Training by the local authority since the last inspection has been very successful in improving the level of challenge governors present to the school. Governors' full commitment to the life and work of the school is now evident in their good knowledge of its strengths and areas for development. Governors have learned the importance of using school-based

information to keep them well informed about the progress of different groups of pupils and how well they are doing compared to other schools locally and nationally. This information allows them to ask challenging questions, as well as to support developments. Governors are especially aware of how the management of teachers' performance helps to eradicate weak teaching. They have provided valuable support and assistance to the headteacher in raising the quality of teaching to good levels. They are also aware of how checks on teaching link to pupils' progress and salary progression.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils' behaviour in lessons and their attitude to learning, even when working unsupervised, are excellent. Pupils engage fully with learning activities as they concentrate well. There is no low-level disruption in lessons. They demonstrate an eagerness to learn and their exemplary behaviour is a major factor in the good progress they make.
- A very small minority of pupils, who occasionally find behaving appropriately difficult to sustain, are exceptionally well supported and managed. As a result, they do not disrupt the learning of others. Adults act as excellent role models for all pupils.
- Pupils' behaviour around the school and in assembly is impeccable. An extremely calm and orderly atmosphere exists. Pupils know how to use the stairs safely and walk in an orderly manner in the long corridors. They are polite and courteous towards one another and adults. For example, they hold open doors and are aware of the needs of visitors, helpfully explaining the way to different classrooms.
- 'Bench Buddies' play an important role in the playground, ensuring that all pupils get along well together and have friends to play with. A wide selection of equipment and games ensures that play times are happy, energetic and productive.
- Pupils enjoy school and attend regularly, keenly taking on many different responsibilities such as being librarians, house captains, prefects, eco monitors and members of the school council. This makes an excellent contribution to their personal development and their understanding of what it means to live in a democratic society.
- Exclusions and examples of challenging behaviour are very rare. Any breaches in behaviour are very minor and few and far between. They are carefully logged to spot any potential problems, which the school deals with very quickly should they occur.
- Through anti-bullying weeks and competitions, pupils are fully aware of the different kinds of bullying and how to deal with any problems. They have an excellent understanding of what is meant by homophobic language, but say that this is not heard in school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel extremely safe in school. They are regularly involved in risk assessments and site safety as members of the health and safety team.
- Parents who completed the Parent View questionnaire, and those to whom inspectors spoke during the inspection, were overwhelmingly positive about the safety of children in school and the excellent way in which they are cared for.
- Pupils are very clear that there is no bullying in school, some saying, 'Teachers look out for us.' They know that if they are in any kind of difficulty, that they cannot solve for themselves, an adult will deal with the problem quickly so that they can learn well.
- Pupils are particularly well informed about internet safety. They feel very well supported by a special email system set up for them to use, and know they will receive a response if they are worried about anything.
- School health and safety systems for assessing risks, vetting staff and ensuring that buildings are safe and secure are rigorously maintained to secure pupils' high levels of safety.

The quality of teaching is good

- The quality of teaching is consistently good. Pupils' imagination is immediately captured by interesting and well-organised learning, for example, designing a nature park on the school field.
- Teachers' high expectations of pupils, in both work and attitude, encourage them to work hard even when unsupervised.

- Pupils know exactly what they are learning about, and why, because teaching is clear and focuses on the right things. They listen and concentrate well which enables them to start work without delay, so no time is wasted.
- Carefully planned tasks meet the needs of pupils at different stages of learning. Teachers use probing questions with opportunities for pupils to explain their answers. This checks pupils' understanding and helps teachers to correct misconceptions immediately.
- Sometimes, where work is either too easy or too hard, teachers do not adjust the task quickly enough during the lesson, so pupils do not make as much progress as they could.
- Reading, writing and mathematics are usually well taught because teachers have good subject knowledge in the basic skills. Pupils generally make good progress in reading. They study texts and understand what they read. Pupils say that they do not often read outside school, which limits their choice of other reading material and their opportunities for using their reading skills more widely. Pupils make especially good progress in writing. During the inspection, pupils were observed successfully writing a persuasive letter of application. The teacher began by ensuring that pupils understood the difference between formal and informal language. This particularly helped less-able pupils to achieve the task. The most-able pupils were challenged by being asked to use additional words or phrases to extend their sentences.
- When learning how to measure triangles and compound shapes, pupils made good progress in mathematics because of the way that teaching used different approaches to help pupils to understand. However, teaching is not always as effective in helping pupils to apply their reasoning and skills of solving problems when learning new concepts.
- The marking of pupils' work is thorough and consistent across the school. Pupils respond well to teachers' comments on how they can improve, and value the time at the beginning of lessons to correct their errors or practise improvements. This makes a significant contribution to their good progress. Work in books is neatly presented, dated and completed, demonstrating the high expectations of teachers and developing in pupils a pride in presenting their work.
- Disadvantaged pupils and those who are disabled or who have special educational needs are fully included and especially well catered for in all lessons. Intensive teaching by both teachers and skilled teaching assistants ensures that these pupils make good progress in mastering basic skills. They learn confidently in class alongside their peers.

The achievement of pupils is good

- In 2014, Year 6 pupils did not consistently reach the expected levels in reading and mathematics, but did so in writing. This was due to previously weak teaching and learning.
- School-based information now shows that standards across the school are improving rapidly. Pupils in Year 4, who have benefited from better teaching since the last inspection, are reaching higher than expected levels.
- Although considerable catch-up was required for pupils in the current Years 5 and 6, there has been rapid acceleration. They are working at levels expected in all subjects and are making good progress given their starting points.
- The most-able pupils in Year 6 are reaching the higher levels expected of them in reading, writing and mathematics. The percentage of pupils making more than expected progress exceeds national averages in all three subjects. This is a substantial improvement since the last inspection.
- While pupils' progress in mathematics has now improved, pupils' reasoning and skills in solving problems are not so well developed or applied when tackling new work.
- The most-able pupils read books appropriate to their age with some fluency. Other pupils use their reading skills to work out difficult words and can talk about the books chosen for them. However, they do not read confidently and widely. Many do not practise their skills by reading sufficiently in a range of ways. Few can talk about favourite authors or books they have chosen to read for pleasure, so progress in reading is not as rapid as it could be.
- In 2014, the attainment of disadvantaged pupils in Year 6 was five terms behind other pupils in the school in mathematics, two terms behind in reading and three terms behind in writing. Compared with other pupils nationally, disadvantaged pupils were six terms behind in mathematics and three terms behind in reading and writing.
- School information this year, supported by the local authority, shows that ways to improve the attainment of disadvantaged pupils have made a considerable impact. Disadvantaged pupils in Year 6 this year are reaching the same standards in mathematics, reading and writing as all other pupils. They are on track to make the same good progress as other pupils, and, in some cases, better progress.
- Strong leadership by the headteacher in a concentrated effort to improve the provision for disabled pupils

and those who have special educational needs has been very successful. This group of pupils is now making the same good progress from their various starting points as all other pupils. The support from the adjacent speech and language resource provision ensures pupils with severe needs achieve well.

- All pupils are now well prepared for secondary education as they are more confident in their basic skills and have excellent behaviour and maturity.

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	115871
Local authority	Hampshire
Inspection number	462430

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair	Amanda Johnson
Headteacher	Matt Johnson
Date of previous school inspection	17–18 April 2013
Telephone number	023 80612789
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