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20 April 2021

Will Ferris  
Headteacher  
Stoke Lodge Primary School  
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Bourton Avenue  
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Bristol  
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Dear Mr Ferris

### **Additional, remote monitoring inspection of Stoke Lodge Primary School**

Following my remote inspection with Tonwen Empson, Her Majesty's Inspector (HMI), of your school on 18 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in January 2019.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

Leaders and those responsible for governance should take further action to:

- increase subject leaders' confidence in evaluating their subject areas so they can take greater responsibility for the quality of the curriculum.

### **Context**

- You joined the school in September 2019. A new special educational needs coordinator was appointed in March 2020.
- Approximately 70% of pupils were educated at home when the school was closed to most pupils at the start of the spring term 2021. About 80% of vulnerable pupils, including those with education, health and care plans were attending on site.
- At the time of this inspection, all pupils were attending on site.

### **Main findings**

- You have worked effectively alongside the trust to raise expectations and aspirations of both pupils and staff. At the same time, you have ensured that leadership at all levels continues to develop within a culture that encourages everyone to improve.
- Nevertheless, you rightly recognise that some aspects of subject leaders' work need strengthening, such as their ability to evaluate their subject areas and use this to develop these areas further.
- You ensured that all pupils were able to access the curriculum during the national lockdown in spring term 2021. Pupils spoke positively about the remote education they received.
- Where checks have shown pupils need further support, leaders are making the necessary adaptations to the curriculum, including in the early years. In some subjects, such as music and physical education, teachers have adjusted the order in which they teach some practical elements. This is so they can satisfy themselves that pupils have secured the appropriate knowledge and skills.
- You have been mindful of the social and emotional impact on pupils returning to school, particularly those who are vulnerable. Staff in the early years provide children with additional social interaction sessions. Furthermore, you are providing extra writing and speaking opportunities to address any gaps in learning.

- You and your leadership team prioritise reading across the school. A consistent approach to the teaching of reading means that staff are well trained to support those pupils who need to catch up quickly.
- Currently, there are no pupils needing to access learning remotely from home. You have effective plans and systems in place for remote provision should it be necessary.
- Leaders are ambitious for what pupils with special educational needs and/or disabilities (SEND) can achieve. Leaders demonstrate high expectations and are not complacent. A well-organised system to plan and review learning for pupils with SEND means that provision for them is effective.
- A careful review of the needs of the school by the trust and local governors has ensured that the right support and challenge are provided to leaders. The school improvement committee regularly checks on outcomes for pupils and has a clear focus on the quality of education, assessment and safeguarding of pupils. This ensures that leaders are accountable for their actions.
- The trust helpfully supports the school in providing risk assessments and health and safety requirements needed for COVID-19. This allows school leaders to focus on improving the quality of education.

## **Evidence**

This inspection was conducted remotely. We spoke to you, other senior leaders, the multi-academy trust chief executive officer, the trust executive headteacher, pupils and representatives of those responsible for governance to discuss leaders' actions to provide education to all pupils during a national lockdown.

We looked at documentation provided by you and we heard pupils read. We looked at responses to Ofsted's online questionnaire, Parent View, including 47 free-text responses, and 29 staff questionnaires.

I am copying this letter to the chair of the board of trustees and the chief executive officer of The Olympus Academy Trust, the regional schools commissioner and the director of children's services for South Gloucestershire. This letter will be published on the Ofsted website.

Yours sincerely

Heather Barraclough  
**Her Majesty's Inspector**