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Will Ferris
Headteacher
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Dear Mr Ferris

Requires improvement: monitoring inspection visit to Stoke Lodge Primary School

Following my visit to your school on 12 May 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection 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 improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

This was the second routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with the you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

Context

The headteacher joined the school in September 2019. The special educational needs coordinator was appointed in March 2020. Leaders have revised the school's improvement plan to take account of COVID-19.

Currently, pupils in a Year 6 class, along with three members of staff, are self-isolating and accessing remote education.

Main findings

Leaders and staff have worked collaboratively to secure rapid improvement at the school in early reading, English and mathematics. School and trust leaders have established a programme of training for staff that has enabled them to revise the design of the curriculum and improve the quality of teaching and learning. Leaders frequently evaluate the impact of changes to the curriculum. Staff are positive about the school's development. They state that the school is improving and that they are well supported.

Through the school improvement committee, governors and trustees have strong oversight of the pace and focus of improvements to the curriculum. They hold school leaders effectively to account.

Leaders have planned the early reading curriculum with precision. Consequently, children in early years and pupils in key stage 1 learn to read with confidence and enthusiasm. Leaders have implemented a whole school approach to speaking and listening. Through discussions about their learning with other pupils and staff, pupils deepen their understanding of the subjects they study. For example, Year 4 pupils were observed using talk to extend their knowledge about the measurements required to make birdboxes.

Leaders have enabled subject leaders to develop their respective curriculum areas. Consequently, subject leaders have designed well-sequenced English and mathematics curriculums that help pupils to build effectively on their prior knowledge. Leaders recognise the importance of pupils developing speech and language skills and have embedded a focus on vocabulary throughout the curriculum. Pupils regularly learn new words and grammar which helps to improve their writing in many subject areas. The mathematics curriculum helps pupils to apply their knowledge to a range of problems. Pupils also have many opportunities to explain the methods they have used to solve mathematical problems.

Leaders have designed a curriculum to ignite pupils' curiosity about the world they live in. Through well-planned themes, leaders intend for pupils to learn a range of subjects such as history, geography and art. However, there is some variation in the quality of the design of subjects other than English and mathematics. The art curriculum is well planned enabling pupils to apply their knowledge of sketching and

painting in a range of contexts. However, the French curriculum has not yet been fully embedded across all year groups. Leaders acknowledge that the pandemic has slowed the implementation of the curriculum in some subject areas.

Pupils with special educational needs and/or disabilities access the same curriculum as other pupils. Leaders ensure that they receive additional support, where necessary, to enable them to be confident and successful learners. Teachers and teaching assistants use assessment information to identify the knowledge that pupils need to revisit and plan pertinent support.

Leaders have worked hard to create a harmonious learning atmosphere throughout the school. Pupils are attentive and eager learners.

Additional support

The Olympus Academy Trust provides helpful support for school leaders regarding the design and implementation of the curriculum. The local authority school improvement team has been commissioned to provide training and support for subject leaders.

Evidence

During the inspection, I held meetings with you, the executive headteacher, other senior leaders, pupils, staff and the chair and vice chair of the school improvement committee to discuss the actions taken since the last inspection.

I visited lessons in some year groups, looked at pupils' work, listened to pupils read and reviewed school documentation, including minutes of governing body meetings. I looked at 104 responses to Ofsted's online questionnaire, Parent View, and 39 free-text responses, as well as 31 staff questionnaires.

I am copying this letter to the chair of the governing body, chair of the board of trustees, the regional schools commissioner and the director of children's services for South Gloucestershire. This letter will be published on the Ofsted reports website.

Yours sincerely

Susan Aykin
Her Majesty's Inspector