

Inspection of Stoneham Park Primary Academy

21 Whieldon Way, North Stoneham Park, Eastleigh, Hampshire SO50 9SB

Inspection dates: 2 and 3 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils behave exceptionally well at this school. Leaders set high expectations and pupils live up to them in lessons and when playing with their friends. Pupils benefit from clear routines and are motivated to work hard. They are kind to each other and know the characteristics of being a good friend. Pupils have no concerns about bullying. They feel safe and happy, knowing that staff look after them well.

Pupils enjoy their 'Forest Fridays'. They understand the importance of looking after the wildlife that live in the school's habitat. Pupils learn how to look after themselves during their forest school sessions. These include the popular activity of toasting marshmallows in the fire pit. Pupils enjoy opportunities to lead initiatives across the school. For example, the eco-committee helps to keep the site litter free and raise environmental issues across the school community. Members of the committee are extremely proud of their recent award.

Leaders are determined to embed this new school in the community. Pupils enjoy meeting visitors from the neighbourhood, such as the fire service and church. Leaders have established strong links with a local sixth-form college. This relationship has resulted in pupils having the opportunity to experience exciting music and drama workshops.

What does the school do well and what does it need to do better?

Following the school opening in September 2020, leaders have worked to create a curriculum which is relevant for their growing school population. They are determined that pupils are well prepared for their future education and life. This learning journey starts in early years, where children experience a rich and engaging curriculum. Across the whole school, most subjects are explicitly defined with the key elements pupils need to learn. However, in a few foundation subjects, leaders are still completing this work.

Pupils learn to read well because leaders ensure that reading sits at the heart of the whole curriculum. A love of reading is promoted through a range of activities which also encourage family involvement. This includes the 'Stoneham Book Club', a weekly session where parents are invited to read alongside their children in school. Pupils enjoy their daily story times in class. Leaders ensure that all staff are trained in delivering a consistent phonics-based approach. As a result, pupils read books that are closely matched to the sounds they are learning. Rigorous monitoring means that pupils at risk of falling behind are quickly identified and helped to catch up.

Teachers make strong links between reading and writing. This means that pupils apply their knowledge of different texts in their writing. Older pupils are encouraged to articulate their views and opinions and listen to each other. However, teachers in

in early years do not maximise opportunities to develop children's language development and communication skills.

In many areas of the curriculum teachers have strong subject knowledge. They benefit from a wide range of training and professional development opportunities. This is highly evident in mathematics teaching, where teachers skilfully support pupils in deepening their understanding. Pupils have access to a range of resources which they use with confidence to solve mathematical problems. Many of these adaptations are particularly effective at supporting pupils who have special educational needs and/or disabilities.

Across most subjects, teachers help pupils to build their knowledge and skills. They remind pupils what they have learned before and how it will help them with their current learning. For example, in history, pupils create a chronological timeline in their heads. They use appropriate vocabulary to describe the past and present, making comparisons as they do so. However, in those subjects where the content is still being defined, teachers are not as clear what they should be checking. This means, that in these subjects, pupils do not always remember and use their previous learning.

Leaders ensure that pupils develop an awareness about difference and diversity. Pupils are accepting in their outlook. Older children talk with enthusiasm about a visit from a Paralympian and how it inspired them. They make a clear link with this visitor and the need to persevere and show resilience with their learning. Pupils enjoy their assemblies about Paddington Bear and how they help them to understand the whole-school value of compassion. They are keen to be rewarded for demonstrating these values and learning behaviours in their 'Best Seats in the House' assembly.

Governors and trustees are highly committed. They provide appropriate support and challenge in the best interests of the pupils at the school. There is a trust-wide approach to professional development and sharing expertise. Staff embrace the many opportunities this brings alongside the consideration given to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained in how to identify and report any safeguarding concerns. There is a strong culture of information-sharing based on the principle 'it could happen here'. Leaders show tenacity in following up any concerns with other agencies and checking that families feel supported. The recently appointed family well-being coordinator provides an additional layer of support. Pupils feel safe and know who to talk to should they have any worries. Governors routinely check the effectiveness of the school's safeguarding procedures, including the recruitment procedures for new staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, teachers are not clear exactly what to teach or check that pupils have remembered. As a result, pupils do not learn quite as well as they might. Leaders need to complete work to ensure that the acquisition of knowledge and skills is clearly thought through in these subjects.
- In Reception, teaching staff do not consistently support children in their conversation. This means that children do not always have the vocabulary they need to talk about their learning. Leaders should ensure that all staff know how to support children with their communication and language development.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	147852
Local authority	Hampshire
Inspection number	10256263
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	Board of trustees
Chair of trust	Tommy Geddes
Headteacher	Nicola Wells
Website	www.stonehamparkacademy.co.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- This school first opened in September 2020.
- The school is part of the University of Winchester Academy Trust.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspection team carried out deep dives in these subjects: reading, mathematics, history and art. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Pupils across the school were observed reading to a familiar adult by the lead inspector.
- Inspectors took account of parents' responses to Ofsted Parent View and parents' written comments. The lead inspector also talked with groups of parents on the morning of the second day of the inspection.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff questionnaire.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- The lead inspector met with the chair of the trust, the chief executive officer and members of the local governing body, including the chair of governors.
- Inspectors scrutinised a wide range of documents, including the school's evaluation of its own performance, a selection of the governors' and trustees' minutes and the school development plans.
- An inspector met with the school's designated safeguarding leader. Safeguarding records and procedures were checked and tested through document review and in discussions with pupils and staff.

Inspection team

Kate Fripp, lead inspector

His Majesty's Inspector

Aimee Floyd

His Majesty's Inspector

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