

Inspection of South Stoke Primary School

The Street, South Stoke, Oxfordshire RG8 0JS

Inspection dates: 17 and 18 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils love their school. They feel happy and safe. They are welcomed with thoughtful attention every day by staff who know them very well. One parent captured the views of many by commenting, 'The teachers know the children and there are deep-rooted connections between them.' In lessons, pupils are kind and respectful. They take turns when working together and respond well to adults' high expectations. Pupils offer help to each other routinely. Pupils communicate well. They enjoy sharing their opinions and contributing to class debates. Pupils develop confidence through these discussions and by taking part in events such as school council elections. Pupils take roles and responsibilities, such as school councillor, seriously. Staff listen to pupils' views regularly and consider these carefully.

Pupils develop knowledge of the school's values such as individuality and empathy. They can explain how these are celebrated through assemblies and taught within the curriculum. Pupils appreciate school trips such as visiting the theatre and the trampoline park. They make good use of additional activities such as sports and computer clubs. Pupils enjoy lessons. However, despite recent improvements, some curriculum subjects are not yet designed or implemented well enough. This means pupils do not learn as well as they should.

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

The curriculum in some subjects across the wider curriculum is not effective enough. The school has not identified the precise knowledge pupils will learn consistently clearly. Where this is the case, pupils do not build their knowledge securely, and staff do not check what pupils know effectively enough. This leaves pupils with gaps in their knowledge and understanding. In contrast, in some key subjects such as English and mathematics, the curriculum is well designed and taught. Teachers make sure that pupils develop their knowledge and understanding progressively. As a result, most pupils achieve well in these subjects by the end of key stage 2.

Pupils learn to read effectively. The school is ambitious for all pupils to read well. Staff are trained to deliver the phonics scheme effectively. Children learn to read from the start of Reception and move through the phonics programme successfully. Reading books that pupils take home match the sounds that they have learned. If any pupils fall behind, they get the support that they need to catch up quickly. Pupils enjoy story times and the opportunity to read to adults regularly. In the early years, early reading is taught systematically, which helps children to develop a love of reading. Pupils are prepared well for secondary school and beyond.

The school is ambitious for pupils with special educational needs and/or disabilities (SEND). For these pupils, the curriculum is adapted carefully, and lessons build on their prior knowledge. Staff check what pupils with SEND know and help pupils achieve their targets. Staff training is appropriate and matched to pupils' needs, such as specific communication support for pupils with language difficulties. Pupils with SEND achieve well overall.

In early years, the curriculum ensures that children learn well. Staff prioritise communication and language. They use engaging texts, songs and rhymes to help children develop talking and listening skills. Staff and children have very positive relationships. The ways in which adults question children is a strength. Staff use children's errors and misconceptions to clarify key learning points in memorable ways. Staff explain new learning so that children understand fully. As a result, children in the early years achieve very well.

The school develops pupils' character well. Pupils are proud to take on responsibilities such as helping younger children at lunchtimes. Pupils appreciate opportunities such as fundraising and taking on lead roles like organising stalls for the school fete. Pupils are increasingly able to talk about concepts such as democracy and how this links to systems such as government and the rules that they follow in school. Staff know children and their families well. They support pupils so that they attend regularly.

The school receives effective support from governors and the local authority. Leaders know the school's strengths and areas for development. They are reflective about actions that still need to be taken. Staff are passionate about the school. They are proud to be part of the team and value the school's efforts to help them manage workload and their personal well-being. Parents are highly supportive and recognise how hard staff are working to ensure that all pupils receive a high-quality education overall.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the specific knowledge that pupils need to learn has not been identified and sequenced effectively enough. As a result, pupils are not able to build their knowledge as well as they should. The school should identify the key knowledge that pupils need to learn across all subjects and ensure that this is implemented well so that all pupils learn well across the curriculum.
- Staff do not check pupils' understanding across all subjects consistently well. This means pupils have some misconceptions and gaps in knowledge that are not addressed. The school should ensure that assessment identifies what pupils know, and use this information effectively so that all pupils learn well.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123039
Local authority	Oxfordshire
Inspection number	10268093
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair of governing body	Ivo Lasan
Headteacher	Amanda Rogers
Website	www.southstokeschool.org
Date of previous inspection	17 May 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, staff, pupils and representatives of the governing body, including the chair. The lead inspector also spoke with a representative of the local authority.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, geography and history. They discussed the curriculum with subject

leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.

- Inspectors considered responses to the Ofsted Parent View questionnaire. They also took account of the responses to the confidential staff questionnaire, as well as the views of pupils that were gathered throughout the inspection and through the pupil questionnaire.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Carl McCarthy, lead inspector

His Majesty's Inspector

Bill James

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023