

Inspection of a good school: Stoberry Park School

North Road, Wells, Somerset BA5 2TJ

Inspection dates:

24 and 25 January 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are proud to attend this warm and welcoming school. This is demonstrated by the way attendance is improving. Staff care deeply for pupils. Consequently, pupils feel safe. They know their opinions matter. Pupils are encouraged to contribute to school life. For example, pupils were invited to choose the school values. They decided on 'integrity, compassion, creativity, courage and curiosity'. Pupils know these values well.

The school has high aspirations for pupils. However, curriculum development is in the early stages. The teaching of early reading is not developing pupils' fluency and confidence effectively. In some lessons, learning is hampered by low-level disruption. As a result, there are gaps in pupils' learning.

Pupils benefit from a multitude of learning experiences outside the classroom. Curiosity and creativity play a huge part in social times at Stoberry Park. Pupils enjoy a vast array of equipment. They communicate, cooperate and problem solve. A common sentiment is 'Play time is the best!'. Memorable trips include visiting the Roman Baths, Legoland and watching a pantomime at the Hippodrome. Pupils are excited to have pen pals in Germany.

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

School leaders and governors have an accurate view of the strengths and weaknesses of the school. They recognise that the curriculum requires rapid improvement. The school is engaging with external advisors and is beginning to address these areas. However, this work is at an early stage. The impact is yet to be seen.

The school's curriculum sets out overarching topics to be taught. However, in many subjects, the precise knowledge leaders intend for pupils to learn and remember is not

sequenced progressively towards specific end points. This makes assessment a challenge. Consequently, pupils do not develop detailed knowledge and skills across the curriculum. Pupils are not currently achieving the best possible outcomes.

Conversely, the mathematics curriculum is well planned and sequenced. The school has made important decisions about what it wants pupils to know. For example, following last year's published outcomes, leaders focused on helping pupils to develop fluency in number. Teaching is designed to help pupils recall prior knowledge and build on this. They particularly enjoy the '10:10 challenge', which helps them to review what they have learned before. Those with special educational needs and/or disabilities are supported well through resources and well-matched activities. Pupils get regular opportunities to practise new learning. Consequently, they explain how to solve problems with confidence. Children in early years learn to recognise numbers to 20. They competently count forwards and backwards. Mathematics serves as a useful model for curriculum design in other subjects.

Early reading has recently become a priority for the school. Staff have had training in the new approach to teaching phonics. However, in some cases, phonics teaching lacks structure and rigour. Some pupils do not engage fully with their learning. This makes it difficult for staff to know which pupils have not grasped a sound. As a result, pupils develop gaps in their learning. In addition, support to help pupils keep up has not been delivered regularly enough. This means some pupils are far behind where they should be. Even so, reading books match the sounds pupils have learned. This helps pupils to develop confidence.

The school provides numerous opportunities to broaden pupils' experiences. Pupils learn about people who help them. They benefit from visitors including St John's Ambulance and helicopter pilots. Pupils delight in a range of clubs, including hockey, dance and Pokémon club, which is a favourite of many. Pupils raise money for a range of charities and causes, including a local school and hospice. They value opportunities to take on responsibilities such as well-being ambassadors and playground mediators. Consequently, pupils develop a sense of community spirit.

Pupils know the school's golden rules well. They have a secure understanding of treating others equally and with respect. Most pupils conduct themselves well. However, low-level disruption can affect lessons. Some staff do not address this swiftly enough, so it continues. This means learning can be impacted. Attendance of pupils has improved. This is because the school is doing all it can to prioritise attendance.

Parents are positive about the recent changes leaders have made. Leaders and governors are mindful of the impact of change on staff well-being and workload. Staff appreciate being part of the school's improvement journey. They are relishing the opportunity to develop the curriculum for the pupils of Stoberry Park together.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The new approach to the teaching of early reading is not fully embedded, so pupils do not always get the additional support they need. As a result, some pupils are not learning to read as quickly as they could. The school should train and support all staff so that the teaching of early reading is structured and rigorous.
- The school has not identified the precise knowledge pupils need to learn in all subjects. This means that the expected learning is unclear, and it is hard for teachers to assess how well pupils are learning the curriculum. The school needs to decide on precisely what it wants pupils to learn in each subject from early years to Year 6 so that pupils can build their knowledge progressively.
- In some lessons, low-level disruption occurs and is not addressed swiftly enough. This causes disruption to the learning of others. The school must ensure that all staff address low-level disruption so that it does not impact on pupils' learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2014.

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	132227
Local authority	Somerset
Inspection number	10297962
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	318
Appropriate authority	The governing body
Chair of governing body	Peter Thompson and Oonagh Michelmore (co-chairs)
Headteacher	Andrew Shakesby
Website	www.stoberryparkschool.com
Date of previous inspection	6 February 2018

Information about this school

- There has been a change in headteacher since the previous inspection. The headteacher was appointed in January 2023.
- The school does not use any alternative provision.
- There is a before- and an after-school club for pupils who attend the school.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, school staff, parents, pupils, governors and a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector 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.

- The inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspector met with pupils, formally and informally, to hear their views.
- The inspector considered responses to the online survey, Ofsted Parent View, including free-text responses. She also looked at responses to the staff survey.

Inspection team

Lakmini Harkus, lead inspector

His Majesty's Inspector

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