



Stockbridge Primary School

Inspection Report

Unique Reference Number 115949
LEA Hampshire LEA
Inspection number 279709
Inspection dates 16 May 2006 to 17 May 2006
Reporting inspector Peter Thrussell AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	London Road
School category	Community		Stockbridge
Age range of pupils	4 to 11		SO20 6EJ
Gender of pupils	Mixed	Telephone number	01264810550
Number on roll	120	Fax number	01264 811612
Appropriate authority	The governing body	Chair of governors	Mr Ryan Bundy
Date of previous inspection	10 January 2000	Headteacher	Mrs Pamela Simpson

Age group	Inspection dates	Inspection number
4 to 11	16 May 2006 - 17 May 2006	279709

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small primary school serves the town of Stockbridge and the surrounding area. Pupils come from a range of backgrounds with very little apparent deprivation and few are known to be eligible for free school meals. Almost all pupils have White British heritage. The proportion of pupils with learning difficulties and disabilities varies from year to year and is currently below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection evidence confirms the school's own judgement that this is a good school, which provides good value for money. The care for pupils is good. Good links with parents and agencies support this, contributing to pupils' excellent behaviour, positive attitudes to learning and enjoyment of school.

Taken overall teaching is satisfactory. Children receive a very good start to their education in Reception and make good progress. They quickly become lively, confident and expressive learners. Pupils are generally challenged to work hard and achieve well so that by the end of Year 6 standards are consistently above average in English, mathematics and science. However, in a few lessons, the pace of learning slows because work is often too easy and some pupils underachieve. The school has made a satisfactory start on using assessment to plan work which matches pupils' capabilities, but the information is not shared sufficiently with pupils so that they know how well they are doing. The good and rich curriculum meets the needs of all learners.

Leadership and management are good and have ensured good improvement since the previous inspection. The school is well placed to improve further because leadership clearly identifies where provision needs to improve, and takes determined and effective action.

What the school should do to improve further

- Improve the consistency of teaching so that all lessons match the quality of the best
- Make better use of assessment information to plan the next steps in pupils' learning and to keep them better informed of how well they are doing

Achievement and standards

Grade: 2

Standards on entry to Reception vary from year to year, but are average overall, with strengths in personal and social and speaking skills. Children get a good start to their education, make good progress and most achieve the learning goals expected by the time they start in Year 1. A significant number exceed them.

The school sets challenging targets for its pupils in English and mathematics. In Years 1 and 2 pupils make good progress towards meeting them. Statutory assessments at the end of Year 2 show that standards in reading, writing and mathematics are mostly above average.

In lower Key Stage 2 there is some underachievement and fewer pupils than expected reach their targets. Some parents have rightly expressed concern about this. Older pupils make good progress and by the end of Year 6 standards are consistently above

average. Pupils with learning difficulties and disabilities also make good progress due to the well planned and managed support they receive.

The school continually works to raise standards. It identified weaknesses in mathematics, particularly for more able pupils. With consultancy support and extra provision for more able pupils in Year 6 these pupils now make good progress. The school has looked at boys' writing and considered approaches and materials that bring about a better response from them. This is improving their writing and putting them on a more even footing with girls.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They are proud of their school and enjoy all that it has to offer, which is reflected in their good levels of attendance. One parent commented, 'My son runs straight into school everyday without looking back, and wants to stay there at the end of the day'. Pupils' behaviour and attitudes to learning are excellent. They co-operate well in groups and develop as confident, independent learners. These attributes, together with their good basic skills, prepare them well for secondary school and the world beyond.

Pupils' social, moral, spiritual and cultural development is good. They are very respectful of one another and have a good understanding of people who are different from them. They are proud of their own and others' achievements, particularly when 'stars of the week' are announced in assembly. Pupils are eager to take on responsibility as 'playground buddies'. They contribute to the school community effectively through the school council by highlighting and acting upon playground issues they are not happy with. They develop a growing awareness of the wider community through links with local schools and activities in the town. Their good awareness and concern for the outside world is shown in their charitable giving.

Pupils have a good understanding of the importance of healthy lifestyles. They enjoy the good range of opportunities for sport and exercise. Although the school promotes healthy eating, some pupils remain reluctant to take this fully on board. Pupils feel safe in school and are confident that any problems will quickly be resolved.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Many of the lessons observed during the inspection were good or outstanding and helped pupils make good progress in their learning. In all classes relationships are very good and pupils want to learn. One pupil commented, 'The work makes you think and gets your brain working'. Where teaching is most effective, good use is starting to be made of assessment information to plan challenging work that meets the learning needs of all

pupils, including those with learning difficulties. However, this practice is not fully established throughout the school.

Lessons often employ exciting and creative methods that result in pupils' full attention and enjoyment. This was evident in a Reception and Year 1 lesson where children made a life-size scarecrow. Careful questioning and a lot of laughter contributed much to improving their skills in design and technology. However, some lessons are less effective. A number of pupils in lower Key Stage 2 say their work is too easy. Inspectors agree that currently some of these pupils are not always faced with sufficient challenge.

The conclusions to most lessons provide opportunities for pupils to show and talk about what they have done. Teachers however do not always give enough time for pupils to evaluate their learning, to express what they found easy or difficult and to discuss what they need to do next to improve.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that meets the learning needs of all pupils, including those with learning difficulties and disabilities and those identified as gifted and talented. Good opportunities are developing for pupils to use and practise their various skills in topic work. There are insufficient opportunities for pupils to use their computer skills in this way.

In Years 3 to 6, pupils benefit from specialist teaching in French, drama and physical education which many say they enjoy. Planning takes good account of health and safety through visits by the emergency services, talks by the school meals provider to encourage healthy eating, and opportunities for sport, drawing well on the partnership with a local secondary school. This partnership also provides good opportunities to extend the learning of more able pupils. Further enrichment activities, such as 'Book Week', add interest to pupils' learning. Good use is made of visits to broaden pupils' experiences and a range of clubs extends their learning.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. Parents and pupils wholeheartedly agree that this is an 'extremely happy and caring school'. Pupils know that adults have their well-being at heart. Staff provide good role models and children's confidence and self-esteem are nurtured throughout the school.

Health and safety routines are reviewed effectively. Risk assessments are fully in place and conscientiously observed. Child protection procedures are clear and widely understood.

The school works closely with parents and other agencies to ensure that pupils with learning needs and disabilities are very carefully supported. One parent commented, 'My youngest child had learning difficulties, which have been handled sensitively, allowing him to grow in ability and confidence'. All pupils are set learning targets,

which are recorded in books, shared with parents and reviewed regularly. However, in their day to day work, pupils are not sufficiently aware of their targets as a means of helping them to improve their work.

Leadership and management

Grade: 2

The headteacher provides good leadership and management for the school. She is ably supported by the newly formed leadership team, and together they give a clear direction for the school's work, focusing on the all round development of pupils. The school is accurate in its self-evaluation and makes good use of this to plan improvement. As a result, standards in mathematics and boys' writing have been raised. There has been good improvement since the last inspection in developing assessment procedures and making good provision for religious education. These successes illustrate the school's good capacity for further improvement.

Lesson observations are carried out regularly. Evaluations have identified areas for professional development leading to improved teaching in the majority of classes. The work of the governing body is good. Governors are very supportive of the work of the school, increasingly understand its strengths and weaknesses, and ask pertinent questions. The headteacher has worked hard to establish good links with parents, so gaining their confidence, although some feel their views are not sufficiently sought. Regular newsletters, an outstanding web site, questionnaires, frequent reports on children's progress and opportunities for informal chats keep parents well informed and provide opportunities for them to make their views known. Links with other local schools and the community are very good. This is shown in the very strong support given to the work of the school and to children's learning.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I am writing to let you know what I found when I visited your school. Thank you for taking part in the inspection. I spoke to many of you during my visit and you were always interesting to talk to, polite and helpful. You spoke enthusiastically about enjoying school and all of the things you take part in. Stockbridge is a good school.

I liked these things the most: * You behave extremely well and enjoy school. * You are proud of your school and what you achieve; it's great to be 'star of the week' * The school is extremely caring; pupils who need extra help are well supported. * You understand the importance of taking plenty of exercise, although some of you seem reluctant to take on healthy eating. * Teachers provide good lessons and you are all very keen to learn. Class 1 had a great time making a scarecrow, finding out how to join things together and stopping the straw from falling out. * The school provides many interesting and exciting things for you to do. * The school listens to you when you suggest how things could be even better. * Your head teacher does a good job.

I have asked the school to work on these things now: * Make sure that you learn as much as possible in all lessons. * Use information on how well you are doing to plan more carefully what each of you needs to learn next and to let you know how well you are doing. Thank you again

Yours sincerely,

Peter Thrussell

Lead Inspector