



# Stoke Lodge Primary School

## Inspection Report

**Unique Reference Number** 134678  
**LEA** South Gloucestershire  
**Inspection number** 282642  
**Inspection dates** 13 October 2005 to 14 October 2005  
**Reporting inspector** Graham Sims RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	School Close Bourton Avenue Patchway, South Gloucestershire BS34 6DW
<b>School category</b>	Community	<b>Telephone number</b>	01454 866772
<b>Age range of pupils</b>	4 to 11	<b>Fax number</b>	01454 866773
<b>Gender of pupils</b>	Mixed	<b>Chair of governors</b>	Mr Dennis Richardson
<b>Number on roll</b>	343	<b>Headteacher</b>	Mr Richard Clark
<b>Appropriate authority</b>	The governing body		
<b>Date of previous inspection</b>	Not applicable		

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 13 October 2005 - 14 October 2005	<b>Inspection number</b> 282642
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Stoke Lodge Primary School opened in September 2004, amalgamating the former Stoke Lodge Infant and Junior Schools. It is larger than most primary schools. Almost all pupils are from a White British background. Children's attainment when they start school is average. The proportion of pupils with learning difficulties or disabilities is close to the national average, but the school has an above average proportion of pupils with statements of special educational need. The headteacher did not assume full responsibility for the school until the start of the school's second term. Major construction work to link the infant and junior school buildings and provide additional facilities was taking place during the inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Inspectors judge the school's overall effectiveness to be satisfactory, as does the school. The school provides satisfactory value for money. These bald judgements mask the considerable progress which has been made over the last year. Governors and staff have managed the transition from separate infant and junior schools to a combined primary school well, and the headteacher's inspirational leadership is having a significant impact on the school's development. Many of the weaknesses inherent in the previous schools have been, or are in the process of being, rectified.

Pupils' achievement is satisfactory. Standards and progress vary throughout the school. Standards are above average at the end of Year 6. Pupils make sound progress and achieve average standards in the reception classes. In Years 1 and 2, however, there has been underachievement in the past, and standards in English and mathematics are still not as high as they should be. Pupils' personal development is good. Their positive attitudes and very good behaviour contribute significantly to the school's friendly and happy ethos, which is much appreciated by parents.

The quality of teaching varies, but is satisfactory overall. There is some very good teaching, but a few teachers still do not have high enough expectations of what pupils are capable of achieving. Staff provide a good level of care and support for the pupils. This is especially so for those who have severe learning difficulties and disabilities who make good progress as a result.

Leadership and management are satisfactory. Governors and staff who have assumed specific responsibilities show a keenness to succeed, but many of them have had little experience of leadership and have not yet had time or opportunity to make a real impact on their areas of responsibility. The leadership of the headteacher, however, is very good. He has united the staff and provides a very clear sense of direction. Recent improvements, new initiatives and a comprehensive development plan indicate that the school is in a good position to improve even further.

### What the school should do to improve further

- improve standards in English and mathematics by the end of Year 2
- improve the consistency and quality of the teaching, particularly at Key Stage 1, by raising teachers' expectations of what pupils should be achieving
- provide the necessary training and guidance for governors and staff who are new to leadership roles and ensure that they play a full part in helping the school to evaluate its effectiveness and lead future developments.

## Achievement and standards

### Grade: 3

Improving provision in the reception classes enables children to make sound progress and achieve the standards expected for their age in communication, language and

literacy and in their mathematical development. Children make good progress in their personal, social and emotional development and achieve above average standards.

Through its monitoring procedures, the school became aware that pupils in Years 1 and 2 were underachieving. Effective measures have been put in place to improve pupils' progress, which is now satisfactory, and are helping pupils to catch up lost ground. The improvements were not in place for sufficiently long to counteract the previously slow progress, and standards in the 2005 national tests were well below average in reading and writing and below average in mathematics.

Pupils make good progress in Years 3 to 6 and are achieving well. In the national tests, standards at the end of Year 6 in English and mathematics were well above the national average, representing good progress in relation to the standards these pupils had achieved previously. Standards in science were close to the national average. The school is setting itself challenging targets which it was successful in achieving in 2005.

The school provides particularly good support for pupils with severe learning disabilities, as a result of which they make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils have good attitudes to school, enjoy their education and attend regularly. However, attendance could be improved if some parents did not take their children away on holiday during term-time. Pupils listen well, are keen to answer questions and approach their work with enthusiasm. The behaviour of the great majority of pupils is very good. They have pledged that Stoke Lodge should be a 'bully free' school and are confident that help will be at hand should they need it. As a result, the pupils feel safe. They are fully aware of the importance of healthy lifestyles. They value the wide range of clubs and activities, many of which involve sport or physical activities.

Pupils' spiritual, moral, social and cultural development is good. Their spiritual development is fostered well in lessons and assemblies. They develop a growing awareness of other races and cultures through planned topics and multicultural days. Pupils have a clear understanding of right and wrong and interact well with each other and with adults.

Pupils are becoming increasingly well prepared for the next stage of school life and the world of work through their progress in literacy, numeracy and information and communication technology (ICT). They make a good contribution to the school and the wider community, through activities such as raising funds to pay for goats for families in Africa. The members of the focus group, a stepping-stone to a school council, enjoy their responsibilities and take them seriously.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory overall. Much of the teaching is good, but this quality is not replicated in every class. The school's records indicate that the weakest teaching has been in the reception and Years 1 and 2, where teachers' expectations of what their pupils are capable of achieving have not been high enough, particularly in literacy and numeracy. In addition, a few teachers lacked skills in teaching key tasks, such as matching letters to their sounds. As a result, many of these pupils have been underachieving. Additional training and regular checking on the quality of lessons have brought about significant improvements, and pupils are now making satisfactory progress.

A feature of high quality teaching in the school is the way teachers use incisive questions to check on their pupils' levels of understanding. Most present their subjects confidently, based on their good subject knowledge, and in a lively way. As a result, pupils are motivated to learn and sustain their interest well. Weaker examples include instances when teachers' expectations of what and how much their pupils can achieve are still not high enough.

### Curriculum and other activities

#### Grade: 3

The school provides a satisfactory curriculum. It meets national requirements, but staff are not yet adventurous enough in the way they link subjects together or allow pupils to use their initiative. The recent introduction of specialist activities with a focus on health, fitness and the arts, which take place during teachers' preparation time, adds interest to the curriculum and is enjoyed by pupils. The curriculum provided for children in the reception class has improved and is now satisfactory. There is now a greater emphasis on developing children's language and mathematical skills, and the attention given to developing children's personal qualities remains a particular strength. There are good arrangements for meeting the needs of pupils with learning difficulties and disabilities, particularly those who have a statement of special educational need. The school provides a good range of extra curricular activities and is planning a residential visit for pupils in Year 6.

### Care, guidance and support

#### Grade: 2

The school cares well for its pupils, and this contributes to their progress and enjoyment of school. Staff have high expectations with regard to pupils' behaviour, and pupils live up to them well. Staff are well aware of the school's procedures for child protection and are on the lookout for any signs that pupils might be distressed. Pupils feel safe and secure as a result of their good relationships with adults. Staff support pupils well in class. Pupils are aware of their targets for literacy and numeracy and know whether

they are on course to achieve them. A generous number of well trained teaching assistants, well directed by the coordinator for special educational needs, provide good support and guidance for pupils with learning difficulties and disabilities. They keep careful records which provide both the class teachers and the coordinator with good knowledge about how well these pupils are achieving.

## **Leadership and management**

### **Grade: 3**

There are some very good aspects to the leadership and management of the school, although the overall quality is satisfactory. Many staff who have subject and aspect responsibilities are new to their roles and have not yet had sufficient time to develop them and have an impact on pupils' learning. Many governors are also new, as the governing body has only recently been constituted.

The headteacher's experience, commitment and energy have been vital factors in guiding the school through its first year. Staff and governors describe the headteacher's leadership as inspirational, and this is evident in the way he has managed the amalgamation of two very different schools, uniting the staff, providing a very clear sense of direction and helping to create a very good ethos. He has introduced new initiatives and has tackled areas of weakness with rigour and sensitivity, resulting in improvements in the quality of education provided and pupils' achievements. He has received very good support from the deputy headteacher.

Whilst subject leaders are not yet experienced in the art of self-evaluation, the headteacher has a very clear and perceptive understanding of the school, has identified areas of weakness and has already taken action to secure improvement. With staff working together more effectively than in the past, the school's record of recent improvements, and the energy and vision of the headteacher, the school is in a good position to improve further.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	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	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

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

<sup>1</sup> 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**

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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Stoke Lodge Primary School School Close Bourton Avenue Patchway BRISTOL BS34 6DW 14th October 2005 Dear Pupils Thank you very much for welcoming us to your school. We really appreciated the chance to meet you and to talk to you and your teachers. We enjoyed being in your school because you were very friendly and polite towards us. We were impressed with the way nearly all of you behaved, particularly in lessons, where you listened well, were keen to answer your teacher's questions and worked sensibly on your own when asked to do so. This sort of response not only helps your teachers to teach you, but it also helps you to learn. We are pleased that the school is offering you an increasing range of activities after school, and that those of you in Year 6 will have the opportunity this year to go on a residential visit. It is also good to see some interesting activities taking place when your class teachers are not with you, but busy preparing lessons and marking your work. We are also pleased to see that the school is teaching you how to keep healthy, and that you have all pledged to keep the school a 'bully free' place. Your teachers work hard to help you learn and the pupils who left school last year did really well in their national tests. Nearly all of you are learning new skills, but some classes, particularly in the infants, have not been learning as quickly as they could. We have asked your teachers to help you achieve higher standards by the end of Year 2, and to challenge you a bit more – we hope that you will respond by showing them that you really can learn quite quickly and that you can do even better work than you have done so far. We noticed that many of you like talking to your headteacher when he moves around the school. We think he has made a very good job of making the infant and junior schools into one school, and that he has good ideas for developing the school in the future. It will be an even better place once the new building is finished. We hope that you continue to enjoy your school. Yours faithfully Mr Graham Sims (Lead inspector)