

# Stockbridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	115949
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326296
<b>Inspection dates</b>	15–16 June 2009
<b>Reporting inspector</b>	Jo Curd

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	114
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Dane Oliver
<b>Headteacher</b>	Mr Peter Johnson
<b>Date of previous school inspection</b>	16 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	London Road Stockbridge SO20 6EJ
<b>Telephone number</b>	01264 810550
<b>Fax number</b>	01264 811612

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This school is much smaller than most other primary schools. All classes except for the Early Years Foundation Stage Reception Class contain pupils of two consecutive year groups. There are far more boys than girls in nearly all the classes. Nearly all pupils are of White British heritage. None speak English as an additional language. The proportion of pupils who have learning difficulties and/or disabilities varies between year groups but overall the proportion is in line with other schools nationally. Most of these needs are linked with learning, language and communication. There have been a large number of staff changes in recent years, including four changes of headteacher. The current headteacher joined the school less than two years ago. There is an independent pre-school on the school site that was inspected at the same time. This is reported separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Inspection findings confirm the school's view that Stockbridge Primary is a happy, caring, friendly school which is currently delivering a satisfactory quality of education. Most pupils enjoy their time in school greatly, echoing the words of one who said, 'School! It's my favourite thing!' Personal development and well-being are good and all pupils are cared for and supported well. Parents particularly appreciate 'the caring community spirit, even across age groups'.

The school has faced several changes and challenges over recent years. Several initiatives have been started over time but not seen completion as personnel have changed and other pressures have occurred. The headteacher's sharp and accurate understanding of the school is helping others understand and address these challenges, enabling them to find an effective way forward for the school. Recent important improvements include the rigour and accuracy of assessments, the quality of some teaching and learning, the identification and support for pupils who have learning difficulties and/or disabilities and some aspects of the school's accommodation. A succinct and effective system to track pupils' progress has recently been introduced. Whilst systems have been introduced there is, on occasion, an inaccurate use of criteria to ensure reliable assessments of pupils' progress. The curriculum is currently being reviewed and developed. Although this has already improved pupils' engagement, motivation and achievement in writing, it has not yet had time to accelerate their achievement in other subjects. Staff report that morale is good, teamwork is developing and that they enjoy coming to work. Pupils are happy and the school is a pleasant, safe and enjoyable place to be.

Children generally join their Reception class with knowledge, skills and understanding in line with expectations for this age. Provision in the Foundation Stage has improved recently because of the good teaching and better provision. Children are now making good progress. Rigorous assessments of pupils in the current Year 6 indicate that pupils have made satisfactory progress since they joined the school. In 2008 standards at the end of Year 6 were in line with the national average and projections indicate they will be at a similar level this year. Pupils' attitudes and behaviour contribute well to their learning but progress is sometimes slowed when work is not sufficiently well matched to pupils' needs and tasks are not sufficiently challenging or engaging.

The school's relaxed but purposeful atmosphere and ethos contributes well to good personal development and well-being. Pupils are friendly, helpful and well behaved. They willingly seize opportunities to help others by serving on the school council, raising money for charity and singing at local community events. Their good understanding of and skills in safety are successfully developed through lessons, visitors and the increasingly practical curriculum. Pupils show a strong commitment to health, through eating a balanced diet and taking exercise in lessons and at play. Preparation for later life and learning is satisfactory because achievement is sound, standards are in line with the national average and attitudes and behaviour are good. There has been adequate improvement since the last inspection. Guidance for pupils' learning has improved but, largely due to turbulence, the quality of teaching and learning remains satisfactory. On the basis of developments under the current headteacher, including rapidly improved systems to assess and track Year 6 pupils' progress, support for pupils who have additional needs and an increasingly clear and shared vision of the way forward, capacity for future improvement is good.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make good progress in their Foundation Stage due to strong teamwork from a stable staff, effective use of additional volunteer helpers and very good use of resources and indoor and outdoor accommodation. The phase is led and managed well by the classroom teacher. Although she is relatively new to teaching and leadership, her highly effective teaching skills have already been recognised and endorsed by the Local Authority. Children enjoy a very wide range of suitably engaging activities in their classroom, under the cover of a very large canopy outside and in the open elements of their garden. Adults work well together to meet the learning, social and emotional needs of all the children, including those who have additional needs. They support and extend children's choice of activities and interact well with the children during adult-led teaching times. For example, during the inspection three boys were observed being actively and very imaginatively engaged in building tunnels and roadways in the earth for ants, successfully extending their physical, social and language skills and their knowledge and understanding of the world.

### **What the school should do to improve further**

- Improve teaching and learning by ensuring that work in lessons is sufficiently well adapted, challenging and engaging to meet all pupils' learning needs.
- Ensure that assessments in all classes are consistently accurate so that tracking documents are valid and effective.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils generally start Year 1 with standards in line with most other schools. Prior to the many staff changes in the past two years, pupils achieved well and by the end of Year 6 standards were above average. Achievement has slowed since then and, in 2008, standards at the end of Year 6 were average. The school's projections for 2009 indicate that results are likely to be similar again this year. From their starting points, this represents satisfactory achievement. Despite pupils' good behaviour, attitudes and eagerness to learn, progress has slowed because work is not always sufficiently well matched to their needs. A concerted effort to improve achievement in writing is proving successful. There are no appreciable differences in the achievement of boys, girls or pupils of different ability but, progress is slowest in those classes which have had the greatest disruption to their teaching.

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

### **Grade: 2**

Pupils are friendly, confident, polite and considerate. Good spiritual, moral, social and cultural development is enhanced through links with the local church, visits out and music and drama productions. Behaviour is very good, even when lessons are not as engaging as they could be or when work is not sufficiently well matched to varying learning needs. Pupils enjoy school, particularly physical education, making models and the opportunities to be with their friends. Attendance is broadly average. Pupils' good understanding of safety is enhanced, for example,

through learning to use a range of materials and tools in design and technology and through the school's cycling proficiency scheme. They have a good understanding of, and commitment to, healthy lifestyles. Pupils appreciate monthly visits by a health specialist who advises them on sensible exercise and diet and they enjoy freshly cooked school meals, including salads and wholemeal pizza. They contribute well to their school and the wider community by raising considerable amounts of money for charity, helping with tasks such as music for assemblies and singing in the community. Given that pupils' progress in key skills are currently satisfactory, they are adequately prepared for later life and learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The many changes to staffing have had a marked impact on pupils' achievement. However, pupils and staff have remained positive, behaviour has been good and pupils have continued to try hard. Relationships throughout the school are good, pupils settle quickly and time is used well. Although most teachers vary activities, tasks and support for different groups of pupils, these do not always match pupils' needs sufficiently well. Some work is still too easy or difficult for some pupils and progress is slowed accordingly. Although pupils who have learning difficulties and/or disabilities are supported well in the classroom and in one-to-one learning with staff and volunteers, some tasks are still too difficult for them. Those who learn more quickly or easily are enjoying many interesting engaging tasks in the new curriculum but are not always challenged sufficiently in all lessons. Class discussions are sometimes too lengthy and do not always engage pupils who are not contributing directly.

### **Curriculum and other activities**

#### **Grade: 3**

The school is currently changing the curriculum from a focus on subjects to projects centred on technology and construction. Staff and pupils are enthusiastic about this and are enjoying developing and presenting their learning through models. They report that motivation, engagement and enjoyment are all increasing. This new curriculum is not yet fully embedded however, and has not yet had full impact on raising achievement. A recent focus on providing practical experiences to inspire writing, such as a visit to the High Street to find out about jobs and buildings, has raised motivation and achievement. Analysis of pupils' mathematical understanding has shown that, while this is satisfactory, there are limitations in certain areas, including shape, space and measure. The school has already started to remedy this by ensuring that the curriculum for mathematics covers all the required areas and is suitable for all pupils.

### **Care, guidance and support**

#### **Grade: 2**

All pupils are known, cared for and supported well in this relatively small school. Systems to safeguard their health and safety are well organised and robust. These, along with the school's caring community ethos, contribute well to high levels of safety and well-being. As one parent said, 'We are impressed how all the year groups play together and the older ones look after the younger ones'. A high proportion of parent and community helpers also contribute well to this support. A thorough review of the register of, and provision for, pupils who have additional needs is increasing the value and focus of support. The acting deputy headteacher has devised

an attractive, imaginative and helpful mechanism to guide pupils' learning. Each pupil has a 'learning journey' log with 'lily pads of literacy' and 'nasturtium of numeracy' jigsaw pieces, outlining all the requirements for different levels of the national curriculum. Pupils proudly colour pieces when they achieve that particular aspect. This helps them to focus on what they need to do next and successfully guides them in their learning.

## **Leadership and management**

### **Grade: 3**

Accurate self-evaluation is helping leaders and managers to develop the school effectively. Leaders know the school and pupils well and this leads to good and accurate self-evaluation. Whilst potentially helpful strategies to improve assessment are not yet completely embedded or showing their full impact on raising achievement, they are contributing to pupils' good personal development and the happy cohesive atmosphere in the school. Governance is satisfactory. The relatively new chair of governors knows the school well and is supportive and challenging; other governors are successfully developing their understanding and roles. Links with parents, outside agencies and other schools are generally good, contributing well to the curriculum, learning and personal development. Although about a third of parents who responded to the inspection questionnaire had some concerns about various aspects of the school, the feelings of most were summed up in the words of one who said, 'Whilst I have had concerns, I feel these are now being addressed'. The school's contribution to social cohesion is satisfactory. Learning about various cultures and faiths, and opportunities to mix with a range of peers at sporting and curriculum events are proving positive to pupils' personal development and the role of the school in the community.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Annex B

### Text from letter to pupils explaining the findings of the inspection

30 June 2009

Dear Pupils

Inspection of Stockbridge Primary School, Stockbridge, SO20 6EJ

Thank you for being so friendly and helpful when I visited your school recently. All the things you told me about your school really helped me with my work.

I agree with you that there are lots of lovely things about your school. The way you behave, play and work together is good. You are all cared for and looked after well. I can see why you find your 'literacy lily' and 'numeracy nasturtium' petals so helpful in your learning. However, largely because your work is sometimes a bit too easy or a bit too difficult for some of you, your progress is not always as good as it could be. Although your teachers know you all well, their records of what you can do are not always accurate. This means that their records of progress do not always show what you have really learned or can do and do not always help them in their planning or understanding of achievement through the school.

I have therefore asked them to do two things to make your school even better. One is to make sure that work is always suitable for you all and the other is to check that records of what you know, understand and can do are accurate so that teachers are better able to plan work that challenges you and give you guidance about how to improve your work.

Perhaps you could help by telling your teachers when you find a lesson or activity particularly helpful and by keeping your 'learning logs' up to date.

I wish you and your families all the very best for the future. Thank you again for your help.

Yours faithfully

Jo Curd

Lead Inspector