

# Stoke Lodge Primary School

## Inspection report

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<b>Unique Reference Number</b>	134678
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	328949
<b>Inspection dates</b>	27–28 January 2009
<b>Reporting inspector</b>	Jennifer Taylor

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	343
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>	Dennis Richardson
<b>Headteacher</b>	Richard Clark
<b>Date of previous school inspection</b>	13 October 2005
<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>	School Close Bourton Avenue Patchway BS34 6DW
<b>Telephone number</b>	01454 866772
<b>Fax number</b>	01454 866773

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<b>Age group</b>	5–11
<b>Inspection dates</b>	27–28 January 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Stoke Lodge Primary School opened four years ago when separate infant and junior schools were amalgamated to form a larger than average primary school. The majority of pupils are from White British families. There is a higher than usual proportion of pupils deemed to have learning difficulties and/or disabilities. Most pupils live locally, although some children with particular learning needs travel from a wider area. Children start school in Reception as part of the Early Years Foundation Stage. Pupils' difficulties and needs are wide ranging and often complex. There are few children from homes where English is not the main language. The school has gained the Healthy School award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school. It has many strengths. It provides a high level of care which leads to good personal development and very good behaviour. Since the amalgamation there has been some reorganisation, particularly in the Early Years Foundation Stage and Key Stage 1. This has resulted in improved progress and standards for most of the younger children, but there is not yet a similar outcome for older pupils. The amalgamated school benefits from the strong leadership of the headteacher. He has overseen important building works and, at the same time, made changes and introduced systems to move the school forward. The impact of this is seen in pupils' good achievement in the Early Years Foundation Stage and Key Stage 1, particularly in English, and in the range of interesting activities available. Parents are pleased with their children's progress and their enjoyment of school. One parent reflected the views of many by saying that the 'headteacher and staff go the extra mile in ensuring the children get the best possible experience out of their school years'.

Pupils' achievement is satisfactory overall and for younger pupils it is good. Many children begin school with skills and understanding that are below those expected for their age, especially in their speaking and listening. They make good progress in the Early Years Foundation Stage and Key Stage 1 so that by the end of Year 2 standards in reading and writing are above average, although mathematics is not as strong. Standards at the end of Year 6 are average and pupils have made satisfactory progress from their starting points, which were lower than those currently found in younger classes. Pupils with learning difficulties and/or disabilities, and those who speak English as an additional language, make good progress. However, girls are not doing as well as boys in mathematics, especially the more able girls. The school has introduced setting according to ability in mathematics in Key Stage 2 and is beginning to address successfully the needs of girls to enable them to make better progress and achieve higher standards.

Teaching and learning are satisfactory overall, and stronger in the Early Years Foundation Stage and Key Stage 1 than Key Stage 2. Good use of display, conscientious planning, and good support for less able pupils are good features. Occasionally teachers do not make sure all pupils are adequately challenged or involved actively enough in their lessons, especially in Key Stage 2. The curriculum is broad and generally well organised on a two-year cycle. There is a clear focus on improving literacy, numeracy, science and information and communication technology (ICT) skills and using them across all areas of the curriculum. There are new arrangements for teaching phonics and writing throughout the school which are beginning to raise standards. The Early Years Foundation Stage children have good opportunities to learn through play and make good use of outside space. There are robust systems in place to track and analyse pupils' progress but pupils do not always know well enough how to improve because marking is not sufficiently helpful and targets are not clearly known.

The leadership team works well and liaises closely through regular focus meetings. The school knows itself well. The governing body is included in the frequent and regular review of its performance. As a result, the school knows what is working well and is acutely aware of what needs to be done next to improve further, for example by involving middle managers more closely in the monitoring of their subjects throughout the school.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The child's first experience of school is approached sensitively. Links between school and home are established before Reception, helping children feel safe and happy when they arrive. Good progress in the Early Years Foundation Stage, particularly in communication, personal development and mathematical understanding, means that most enter Year 1 with broadly typical attainments. This is a result of good teaching and many opportunities to learn through play. Early identification of, and additional support for, children who may be experiencing difficulties is very effective. However, there are too few opportunities for all children to act independently and freely within the classroom. Good use is made of the outside facilities for children to participate in exciting, cooperative learning through play. Children develop good attitudes to learning and enjoy working together and are able to talk about what they are doing. Planning is well informed through observation and appropriate action is taken to meet the children's needs and abilities. Recent reorganisation of the Early Years Foundation Stage means that it now forms one unit which has enabled greater freedom of movement for children and the opportunity to capitalise on the particular specialist knowledge and skills of all the staff. The curriculum is good but resources for teaching about other cultures and faiths are weak. The introduction of a phonics programme and the newly adopted writing programme are having a positive impact on learning, especially writing. The care and well-being of the children is a priority for all staff and their expertise and dedication result in excellent care in the Early Years Foundation Stage. They make sure all children know the importance of keeping safe. Children are encouraged to eat healthily. The leadership and management of the Early Years Foundation Stage are good, with constant striving to improve and revise the provision to meet the children's needs so that they can achieve as well as they can.

### What the school should do to improve further

- Raise standards in mathematics across the school, particularly for the more able and for girls.
- Develop the monitoring role of middle managers to support the headteacher in driving the school forward.
- Accelerate the rate of progress in Key Stage 2 by ensuring teaching is consistently challenging and more actively involves pupils in their learning.
- Ensure pupils are more fully aware of what they need to do to improve their learning through good quality marking, target setting and reviewing their learning at the end of lessons.

A small proportion of 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

Achievement and standards are satisfactory overall and present an improving picture, particularly in the Early Years Foundation Stage and Key Stage 1. From their below average starting points, good progress throughout the Early Years Foundation Stage means that by the time they enter Year 1 the standards achieved by most children are at expected levels. Prior to the amalgamation of the schools there was a period when standards in Years 1 and 2 were low. However as a result of the introduction of improved tracking and monitoring procedures, combined with a focus on developing basic skills, there has been an improvement in progress and standards,

although girls do not achieve as well as boys in mathematics. Progress in Key Stage 2 is no more than satisfactory mainly because work is not sufficiently challenging, marking is inconsistent and targets are not clear enough to pupils, especially in mathematics. In the most recent national tests there has been an increase in the numbers of pupils gaining the expected levels in English, mathematics and science. There has also been an increase in pupils gaining the higher Level 5 in these subjects. There continues to be better performance in Key Stage 2 by boys than girls in mathematics, but there is no significant difference in English or science. Throughout the school pupils with learning difficulties and disabilities and those who speak English as an additional language make good progress because of the very well targeted support from teaching assistants.

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

### **Grade: 2**

The behaviour of pupils about the school and in the dining room is particularly good and sets the tone for a calm, happy working environment. However, when pupils begin to lose interest in lessons there is sometimes low level disturbance. Spiritual, moral and social development is good. Pupils are introduced to the views and customs of different faiths and cultures but there is a need to raise the profile of multicultural awareness throughout the school to enhance children's understanding. For example, there was no evidence to suggest that pupils were aware that it was Chinese New Year at the time of the inspection. Pupils say they much enjoy their learning and this is echoed by many parents. Attendance is satisfactory and has improved recently. Pupils gain a clear understanding of the school's code of conduct because of the staff's commitment to their welfare and to ensuring that they relate well to one another. Pupils feel very safe within the caring and secure environment provided by the school. They are made well aware of the importance of a healthy lifestyle. 'Fruity Friday' is a highlight of the week for older pupils. Pupils make good use of the variety of opportunities to take on responsibility, for example as Year 6 play leaders, office helpers and as a member of the school council. A number of pupils have been selected to represent South Gloucestershire in the south west region of the national junior football league. Pupils become confident and articulate. Their maturity and demeanour prepare them well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is often good and never less than satisfactory, but is inconsistent across the school. There is more good teaching in the Early Years Foundation Stage and Key Stage 1 than Key Stage 2. This is partly because the majority of subject leaders have classroom responsibility within the lower age range and have a surer touch when supporting the teaching of younger pupils. Pupils' work is displayed to create an attractive learning environment and the innovative 'History Time Line' has created great interest and discussion amongst pupils and adults. This is a good example of how a learning task can actively involve the pupils and motivate them to discover more, but is not found often enough in Key Stage 2. Planning is comprehensive and pupils with learning difficulties and/or disabilities are very well supported by skilled teaching assistants. The pace of some lessons is too slow and the time available towards the end is not used effectively to draw pupils' attention to how far they have progressed in achieving their learning targets. Currently, pupils have individual targets for English and group targets for mathematics which partly explains why pupils are not achieving as well in

mathematics across the school. When pupils are interested and engaged in their learning behaviour is very good.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum has recently been reviewed and a two-year rolling programme has been adopted. Greater opportunity to use the skills pupils have acquired in English, mathematics, science and ICT have been interwoven into the curriculum to make learning more relevant and interesting. The importance of science has been recognised and there is additional time allocated. The provision of mathematics, particularly in Key Stage 2, is not sufficiently challenging or engaging. The school recognises this and is taking steps to improve the situation. The strong emphasis on personal development and well-being contributes well to pupils' enjoyment of school and helps them learn. However, there are missed opportunities for pupils to extend their understanding of other faiths and cultures. There are a good range of clubs to interest pupils, including learning to play a musical instrument as well as a range of sporting activities and clubs such as cookery and ICT to promote learning and enjoyment. Learning through play in Reception is sometimes over directed and restrictive. The curriculum is accessible to everyone. It is modified well to match those pupils with learning difficulties and/or disabilities.

## **Care, guidance and support**

### **Grade: 3**

The welcoming, warm atmosphere of the school sets the tone for the high level of care and concern for the well-being of all. Appropriate procedures to ensure the safety of all children are in place as well as the required statutory safeguarding measures and clearances. The staff demonstrate a high level of diligence with regard to pupils' safety and pastoral care. The children feel very safe in school and are confident that the limited instances of misbehaviour are dealt with quickly and effectively. The introduction of an anti bullying contract between home and school contributes to the elimination of bullying. Any individual children with additional needs are identified early and appropriate, skilled support and intervention are put in place as soon as possible. The system for academic monitoring is strong but teachers, especially in Key Stage 2, do not do enough to ensure that pupils know clearly enough how to improve through marking their work constructively and communicating their targets clearly.

The school works effectively in partnership with a wide range of external agencies to maximise pupils' learning at school. The support network and close relationships that exist between local pre-school provision, and primary and secondary schools are of particular benefit. The extended provision that is in place at the beginning and end of the school day is particularly valued by parents. All groups of learners are well catered for and the school has a successful record with inclusion. The school works hard to involve parents in their children's education and the feedback received from parental questionnaires is overwhelmingly positive. Parents particularly like the weekly newsletter. Concern was expressed by a parent about the traffic congestion which takes place at the beginning and end of the school day. The school is very aware of the dangers created by the volume of traffic at busy times in a narrow cul de sac in a dense residential area. It is working closely with the police to try to improve this situation.

## Leadership and management

### Grade: 2

Strong leadership by the headteacher is guiding the school forward and it is making steady progress in many areas. Leadership and management of the Early Years Foundation Stage are also good. The headteacher is well supported by the deputy headteacher who analyses information and data carefully so that priority areas for development are identified. This is evident in the Early Years Foundation Stage and Key Stage 1 and all staff are aware of the need to move towards extending this to Key Stage 2. The subject leaders have contributed to the improving picture as their roles have developed and their placement with the younger pupils has contributed to the lack of momentum in Key Stage 2. But subject leaders acknowledge the need to monitor their subjects more closely especially in Key Stage 2. Challenging targets are not communicated effectively enough to all pupils. Governors are hard working and supportive. They are regularly involved in the self-evaluation of the school and have a clear understanding of its strengths and areas for development. They have supported the school in its financial commitment to enhance the school building considerably by building a link corridor between the two buildings following amalgamation. There is now more teaching space and accommodation for ICT tuition. The development of the outside area for the Early Years Foundation Stage and the refurbishment of the ICT area greatly enhance pupils' learning opportunities.

The school has a satisfactory community cohesion policy in place. In practice it works very closely with parents and members of the local community. The police are endeavouring to alleviate parents' concerns about the safety of their children in the traffic which clogs the roads adjacent to the school. An area for development is to strengthen pupils' knowledge and understanding of the wider world and the differing communities. There are links with national charities, for example the NSPCC, and with some European countries.



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**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?	3
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	2

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<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	2

## 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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
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	2
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**

29 January 2009

Dear Pupils

Inspection of Stoke Lodge Primary School, Patchway BS34 6DW

Thank you for making our visit to your school so enjoyable. It was interesting to see your photographs in different costumes along the 'History Time Line' and to listen to you talk about how much you enjoy school. We enjoyed sharing time with such polite and well behaved children.

Your school gives you a satisfactory education and is improving all the time. There are many good things, such as the way your teachers look after you and the range of clubs after school. You make good progress in the younger classes, although this is not so fast in Key Stage 2. Maths is more of a problem, especially for girls, and teachers are going to encourage you to try harder. Those of you who can do maths quite well need to try to do harder work so that you can do even better.

Teachers are going to look at your work more closely. When they mark your books they will be able to tell you whether you have reached the targets they have set with you, especially in maths. They will also tell you what you could do to make your work better. They are going to talk to the class more at the end of lessons to check if you have reached your learning objective and what you need to do next. The children in Years 3 to 6 will find that their teachers are going to ask them to be more involved in class work, for example there will be more chance to discover and experiment in different ways.

We have asked that staff in charge of subjects to look hard at how well you are doing in them across the school.

We hope you will continue to enjoy coming to school and try your best in everything you do so that work continues to improve.

Yours faithfully

Jennifer Taylor Lead inspector