

Stoke Park Junior School

Inspection report

Unique Reference Number	115871
Local Authority	Hampshire
Inspection number	338675
Inspection dates	14–15 July 2010
Reporting inspector	David Collard

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Olive Sumner
Headteacher	Lynne Dewsbury
Date of previous school inspection	17 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons or parts of lessons taught by 15 teachers. They talked to pupils, staff, governors and parents. They also looked at documentation provided by the school, including assessment information, some policies and procedures, and records on safeguarding. They analysed questionnaires from staff, approximately 100 pupils and 121 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the school has continued to maintain the quality of its provision, outcomes and quality of leadership and management since the arrival of the new headteacher
- whether the school has continued to have a realistic view of its true position given the very positive reports from the last two inspections
- the influence of all leaders in developing the key areas, particularly relating to pupils' writing and any fluctuations between different groups.

Information about the school

This larger-than-average junior school, with extensive grounds, serves its local area. Most pupils are from a White British background and none is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is slightly above the national average, although the proportion with statements of special educational needs is low. The headteacher has been at the school since September 2009 and, since the last inspection, there has been a significant number of staff changes.

Amongst other awards, the school has gained enhanced Healthy School status, a bronze Eco award and Full British Council International School Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

The school continues to be highly effective because there are a number of outstanding features, not least in pupils' outcomes and the curricular opportunities pupils are offered. This means that pupils achieve well in their academic studies across a range of subjects and have some exemplary elements in their personal development. The pupils are a credit to themselves, the school and their parents or carers. The extremely high expectations for the school from all leaders and staff, governors and pupils themselves, along with the improvements so far, and those planned in the near future, mean this school is demonstrating a good capacity to continue to get even better.

Pupils have excellent attitudes to education. They want to learn and do all they can to make this happen. They relish the opportunity to take charge of their own learning, such as when being asked to set about making their models of moving fairground rides. They could not wait to get on with the task they were set and the free flow of ideas meant that they used all the knowledge they had gained to produce a high-quality finished product. Very well-presented displays around the school bear witness to the many different topics and themes that are studied and include talented artwork, enacting historical events, video-conferencing and a variety of trips. Pupils are willing to take on a challenge, as in Year 6 where pupils talked about trying out snails during a French visit or when Year 4 performed a tribute to their African drumming lessons.

On entry to Year 3, pupils have slightly-above-average attainment. Generally good, but sometimes exemplary, teaching ensures pupils make good progress through each year. The rate of progress increases as they get into the higher years. The attainment of current pupils in Year 6 is above average and in some Year 6 groups in the past it has been significantly above. While there has been some variability in national test results, there is no pattern to the attainment in different subjects. However, following the good and thorough self-evaluation, the school is working on eliminating variability in both year groups and subjects. In essence, staff are rightly being expected to be more proactive and strategic in analysing the performance of groups and, by sharing this information, enabling progress to be more even.

Following a period of stable leadership, the school community had some reservations about a change of style. The new headteacher, having built a shared ambition amongst staff, has been successful in maintaining the drive for improvement in a school that had already gained a good reputation. The year group teams are strong and have conducted close analysis of what has worked well for them. However, this extensive analysis has sometimes been at the expense of ensuring the continuity of a few pupils' individual progress year on year. Nevertheless, the wealth of information has enabled there to be a commonality of approach to lesson planning and teaching quality. For governors, this

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extensive information along with their high levels of expertise has enabled them to provide the highest levels of support and challenge to the school.

What does the school need to do to improve further?

- Raise achievement of all pupils to the highest possible level through eliminating the variability in their progress by:
 - using assessment more effectively, both day to day and over the longer term, to focus support on any shortcomings identified for individuals or groups of pupils
 - being proactive in redesigning any aspects of teaching, learning or the curriculum that appear as relative weaknesses in the school's evaluation of its performance.

Outcomes for individuals and groups of pupils**1**

Pupils have an infectious enthusiasm for learning. They are polite, extremely well behaved and try to help each other when the need arises. Their understanding of healthy lifestyles extends to the quality of packed lunches and their choices for lunch. A number of pupils talk proudly of their sporting achievements and about keeping fit and active. Equally, their understanding of keeping safe is exemplary, as when discussing and then devising posters about the dangers of conducting a river study they were about to go on. Pupils' good academic progress, which includes the good progress made by those with special educational needs and/or disabilities, ranges across a number of areas. They achieve well, not only in English and mathematics, but also in a range of other subjects such as science, information and communication technology, history and art. This is exemplified, for instance, when some pupils talked extensively about the Battle of Bosworth because they had enacted it and others explained their feelings towards Holocaust victims. One pupil said she now understood what it must have been like because the Second World War topic had not just concentrated on the 'bits everybody knows'. These experiences and the progress that is made both in basic skills and in wider life skills mean that pupils are extremely well prepared for their future schooling. More widely, pupils make a significant contribution to both their local community and further afield, as when they were involved in the school's fiftieth anniversary which became the 'gold' theme for their village carnival or in raising funds for international charities. This is not so highly developed within a national context, although efforts are being made to extend this through connections with other schools in Britain.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In individual lessons teaching is often exemplary. All teachers plan effectively together drawing on individual strengths. This means that the quality of delivery in lessons is confident, fast paced and balanced between whole group discussion and pupils' active involvement. A common marking approach means that pupils know when they have done well and what needs to be done next. On just a very few occasions, teachers talk for too long and there is then an impatience by the class to 'get on'. Even on these occasions, pupils politely wait for their activity. In all classes, and also evident in pupils' work, is the wide variety of different organisational methods, many of which are altered to provide different levels of challenge. In particular, writing in its various forms has been extended across other subjects, following an issue from the last inspection. Over the longer term, teaching is good rather than outstanding because, whilst each teacher has addressed the needs of their class well, the information about the success or otherwise of specific interventions has not been analysed for individuals and groups. For example, a yearly analysis of the work of one year group showed that progress in some areas had not been as effective as it should and this was not followed up at the beginning of their following year to see what could be done about it. This year, through a different approach, assessment is more thorough and is beginning to impact on individual pupils' progress. The school has rightly prided itself on the curricular opportunities offered to everybody. Pupils cannot talk highly enough about the many things that take place, be it in music, sport, extra-curricular activities, visits, plays or topics. They also correctly feel they are exceptionally well cared for, saying they know who to turn to in times of trouble or if they just want to make their feelings known

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something they politely do whenever the need arises!

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The new headteacher inherited a school with secure systems, policies and procedures and faced the task of developing an already successful school. The staff as a whole, along with the vast majority of parents and carers, initially reticent about change, have now enthusiastically embraced a different approach. Through the headteacher's own high levels of ambition and the good and collaborative self-evaluation and monitoring of teaching and learning, the school can demonstrate that there is a shared expectation about what pupils can achieve but also a need to improve this further. These developments are seen as central to constant improvement. Other leaders, a number of whom are excellent practitioners, provide very good role models for others. As a consequence, teachers are further 'raising their game' and finding ways to eliminate the relative variability in pupils' performance. This all demonstrates excellent equality of opportunity and, as pupils rightly say, no evidence of any discrimination. Governors play a full and active part in this process. The school is constantly challenged not only to provide information about its effectiveness but also to prove this has happened. Good procedures for safeguarding are well established and thorough. For example, the latest initiative is to provide external expertise to raise staff's understanding of child protection systems even further. The governing body, meticulous in its drive to ensure all statutory requirements are met, has conducted an audit and evaluation of community cohesion. This has led to an analysis of where improvements can be made and, along with the high levels of support from the local cluster of schools, there are plans to find other schools nationally with whom the pupils can communicate.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1

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The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Almost all parents and carers feel they are happy with the overall experience of their child at the school. Almost all other areas are highly positive. In particular, there is a strong positive response to the good quality of teaching, the quality of leadership and management and how well their children are prepared for their future lives. The inspection team agrees. Few negatives were noted although, from the comments on some of these, it is clear there is still a legacy of uncertainty about the new leadership amongst a very small minority. The inspection team does not share these concerns and feels the school is well placed to maintain its position and to continue to improve.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoke Park Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 121 completed questionnaires by the end of the on-site inspection. In total, there are 334 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	69	33	27	4	3	0	0
The school keeps my child safe	93	77	25	21	3	2	0	0
The school informs me about my child's progress	87	67	36	30	2	2	1	1
My child is making enough progress at this school	75	62	41	34	4	3	1	1
The teaching is good at this school	80	66	35	29	0	0	0	0
The school helps me to support my child's learning	77	64	39	32	4	3	0	0
The school helps my child to have a healthy lifestyle	78	64	37	31	4	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	92	76	26	21	1	1	0	0
The school meets my child's particular needs	69	57	46	38	4	3	1	1
The school deals effectively with unacceptable behaviour	61	50	48	40	5	4	1	1
The school takes account of my suggestions and concerns	51	42	60	50	2	2	2	2
The school is led and managed effectively	68	56	47	39	1	1	1	1
Overall, I am happy with my child's experience at this school	85	70	34	28	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 July 2010

Dear Pupils

Inspection of Stoke Park Junior School, Eastleigh SO50 6GR

Thank you for making us so welcome at your outstanding school. We very much enjoyed hearing about all the things that happen at your school. We were very impressed with how you looked after us. As I promised some of you, I have included below some of the main points from our report. You will not be surprised that there are a lot of positives mentioned.

- You told us that behaviour was good. We have said we think it is better than that it is outstanding. You are a credit to yourselves, your school and your parents and carers.
- We have also said that we think you have excellent attitudes towards your learning and clearly always want to do your best. This is because your lessons are exciting and interesting and help you to learn well. We think that you are taught well and on a number of occasions teaching is excellent.
- You have a well-developed understanding of how to stay safe, fit and healthy. We could see this from the many well-balanced lunches, your sporting achievements and how well you looked after each other. This is also helped by the superb way that the staff look after you.
- You have helped your new headteacher settle in well. She, and the rest of the staff, are making sure that your school continues to improve and know what to do to make this happen.
- We have also made a suggestion about how to improve your school. This is to make sure that everybody makes the best possible progress in each class. You can help by carrying on suggesting good ideas and working as hard as you can

Yours sincerely

David Collard

Lead inspector

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