

Stakes Hill Infant School

Inspection report

Unique Reference Number	115939
Local Authority	Hampshire
Inspection number	338686
Inspection dates	6–7 July 2010
Reporting inspector	Elisabeth Linley

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Mrs Ann Wrightson
Headteacher	Fran Beckett
Date of previous school inspection	22 May 2007
School address	Springwood Avenue Waterlooville PO7 8ED
Telephone number	023 92262078
Fax number	023 92231937
Email address	fran.beckett@stakeshill.hants.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Eight lessons were observed and six teachers seen. Meetings were held with groups of pupils, senior leaders, teaching and administrative staff, the Chair of the Governing Body and a representative of the local authority. Inspectors observed the school's work and looked at school policies, health and safety documentation, school development planning and pupils' work. Staff questionnaires were returned and scrutinised as were the 64 questionnaires completed by parents.

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

- the effectiveness of the school's work to engage all learners and raise attainment, particularly in writing
- the achievement of pupils with special educational needs and/or disabilities and whether the support provided for them is effective
- the strategies used and the support given to improve the attendance of pupils who are frequently absent
- the mobility of pupils who join the school at different times during the school year and the impact this has upon pupils' attainment.

Information about the school

Stakes Hill Infant School is smaller than most primary schools. The vast majority of pupils who attend are of White British origin and the proportion of pupils who speak English as an additional language is low. There are no pupils who have a statement of special educational needs. The proportion of pupils identified as having special educational needs and/or disabilities is above average. Pupils' needs mostly relate to speech, language and communication difficulties and moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is high and many pupils join and leave the school at different times during the school year. The school has: an Activemark; National Healthy Schools Status; the Basic Skills Quality Mark; Investors in People; an International School Award and has successfully self-assessed for the Financial Management Standard in Schools (FMSiS). As part of the school's extended provision, before-school care is provided on site and is managed by the governing body.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all other circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment in reading and writing and their attendance.

When children join the Early Years Foundation Stage, most start with very low level skills in communication, language and literacy and in their personal and emotional development. From these starting points, pupils make good progress overall. However, their attainment by the time they leave is still low, as shown in the national assessment tests for pupils in Year 2. Pupils' low attainment in writing in particular, contributes significantly to this outcome. In the 2009 assessments, Year 2 boys did not attain as well as they should have done in reading and writing, nor did most pupils with special educational needs and/or disabilities. This overall picture of low attainment, however, is affected by the mobility of pupils both into and out of the school. In addition, the numbers of pupils with special educational needs vary significantly in the different classes. For example, 43% of pupils have learning, speech or medical needs in the current Year 2. Nonetheless, attainment in mathematics is broadly average and in 2009 boys attained above average results when compared to boys and girls nationally. Furthermore, pupils who were known to be eligible for free school meals attained well in reading and mathematics when compared with the national average. Pupils' progress is being improved by a new approach to the teaching of reading and writing, and with good teaching and learning, pupils' achievement overall is satisfactory as a result. Even so, more remains to be done so that, by the time pupils leave school, their attainment meets or exceeds the national average in reading, writing and mathematics.

Through questionnaires, staff confirmed their complete support of the school and without doubt they provide an effective team that is well led by the headteacher; the self-evaluation of the school's work is completed effectively. However, the school demonstrates no more than a satisfactory capacity to improve. This is because the effectiveness of planning to improve teaching and learning is not replicated in the planning and procedures to improve pupils' attendance, which has been low since 2008. The school has established outstanding partnerships with parents and, with the effective support provided for pupils' specific needs, this has resulted in the reduction of persistent absenteeism for some pupils. However, pupils' overall attendance has not improved and remains low.

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

What does the school need to do to improve further?

- Raise pupils' attainment so that a greater proportion of pupils reach or exceed the nationally expected levels in reading, writing and mathematics.
- Improve planning and procedures for promoting good attendance so that pupils' attendance increases and is close to the national average by July 2011.

Outcomes for individuals and groups of pupils

4

Pupils told inspectors that they enjoy their work because teachers give them fun activities to do. This was seen in an art lesson, when Year 2 pupils quietly went outside to find the 'creature' that was hiding there. Once found and back in class, they discussed in pairs, and with their teacher, how they might design their own clay creature while being mindful of the design requirements shared on the interactive whiteboard. Such enjoyment and application to learning help pupils make good progress from their individual starting points, particularly in mathematics. Their basic skills are improving, and pupils have a range of responsibilities, for example as playground buddies and being on the school council, in which roles they show real maturity. However, with attainment and attendance being low, pupils are not as well prepared for the next stage of their education as they should be.

Pupils are proud of their school and the contributions they make to the wider community. The school's recently completed community garden was largely based on the pupils' own ideas. Pupils know how to keep healthy through sensible eating and exercise and about the importance of staying safe. Pupils' behaviour is good. Pupils say that, even when behaviour is not as good as it should be, the staff sort things out and pupils who fall out are friends again. When reflecting on special people in the world, one Year 1 pupil said of Nelson Mandela, 'He became president and stopped everyone arguing.' Pupils know the importance of getting on together and respecting each others' differences.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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

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

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	
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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 Taking into account: Pupils' attendance ¹	4
	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Staff work hard to ensure that activities are well planned to meet pupils' individual needs, for example in the sets for numeracy and literacy. In other lessons, planning for pupils who are more able does not always ensure that they are challenged to do their best from the moment the lesson begins. Nonetheless, effective teaching is characterised by very good relationships and good questioning that helps pupils think carefully about their work and enables them to apply their skills to new tasks. For example, in a Year 1 drama lesson, pupils had fun acting out the story of The Lighthouse Keeper's Lunch. Then, with their teaching assistant, they were challenged to write sentences about the story and they carefully referred to their individual targets which they knew would help them improve their writing.

The new approach to the teaching of reading and writing is beginning to make a positive difference. Its early impact in terms of pupils' improved progress is clear, particularly in the Early Years Foundation Stage and in Year 1. Good cross-curricular links also provide pupils with the opportunity to develop their writing skills. The tracking of pupils' progress is rigorous. Analysis of data by year group, class and individual need is used effectively, for example in the implementation of well-targeted intervention strategies for pupils with special educational needs and/or disabilities. The before-school care provision is good and pupils benefit from the activities available which are well organised and enjoyable. Pastoral care for pupils and support for those whose circumstances make them vulnerable are good. However, procedures to ensure that all pupils have good attendance are not as rigorous as they should be.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	3

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

How effective are leadership and management?

The school benefits from the good leadership provided by the headteacher. She has worked effectively with staff to provide coaching opportunities, so that teaching has improved, and to revise the curriculum, so it better meets pupils' needs in reading and writing. Fundamental to the drive for improvement is the setting of challenging targets which are making a significant difference. Gaps in attainment between girls and boys are beginning to narrow and pupils who have special educational needs and/or disabilities are making better progress; such impact exemplifies the school's work to secure equality of opportunity. Stakes Hill's positive links with others and its outstanding partnerships with parents and carers reflect the school's commitment to ensure the pupils' well-being. It is further exemplified by the school's robust policy for dealing with discrimination and the effective implementation of safeguarding procedures.

Senior leaders and governors contribute significantly to the school's work. For example, the governors' effective management of the before-school care and the FMSiS award demonstrate the security of the school's financial management. The school has planned well to be effective in its promotion of community cohesion. As part of its International School Award, links have been established with a school in Uganda. More locally, visits have been organised with other schools in different settings to develop the pupils' awareness of the cultural needs of others and of those with disabilities. In working with the police, youth groups and the local housing association, to name a few, the school is proud of its place at the heart of the local community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	4

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

Early Years Foundation Stage

Children start school in the Reception classes and make good progress as a result of the good provision in the Early Years Foundation Stage. The bright, welcoming and stimulating classrooms provide an inspiring environment for children and enhance the good levels of teacher-directed active learning and child-initiated activity, both inside and outside. For example, children identified creative ways to explore the concept of measurement, using different resources to compare and record size. Teaching is good and staff interact with children positively to extend their learning. The recent introduction of the 'Plan, Do, Review' process helps children focus their ideas and contributes well to their developing independence. In addition, the new phonics programme is having a positive impact on children's literacy so that children join Year 1 with improved skills. However, despite their good progress, their skills are still well below expectations for their age, particularly their literacy skills and emotional development.

The leadership and management of the Early Years Foundation Stage are good. Staff work together well and continually review their practice to ensure improvement. They have already identified the need to improve planning so that the needs of more-able learners are consistently identified for all staff. Assessment procedures are effective and good attention is paid to promoting children's welfare; this helps children enjoy school and feel safe. Very good systems are in place to involve parents and carers in their children's learning and this ensures strong partnerships are formed between home and school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of the parents and carers who responded to the questionnaires were very positive about the work of the school. One comment typified most, 'I think Stakes Hill Infant School is a lovely school. The staff care about their pupils and want them to succeed.' A few parents and carers were concerned, however, about the way in which school deals with poor behaviour and encourages good behaviour. The inspectors found that pupils' behaviour is good and that the staff work hard and effectively to encourage all pupils to behave well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stakes Hill Infant 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	69	20	31	0	0	0	0
The school keeps my child safe	45	70	19	30	0	0	0	0
The school informs me about my child's progress	38	59	16	41	0	0	0	0
My child is making enough progress at this school	42	66	21	33	1	2	0	0
The teaching is good at this school	44	69	19	30	1	2	0	0
The school helps me to support my child's learning	39	61	23	36	2	3	0	0
The school helps my child to have a healthy lifestyle	39	61	25	39	0	0	0	0
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)	38	59	24	38	1	2	0	0
The school meets my child's particular needs	38	59	26	41	0	0	0	0
The school deals effectively with unacceptable behaviour	31	48	31	48	1	2	1	2
The school takes account of my suggestions and concerns	33	52	29	45	2	3	0	0
The school is led and managed effectively	47	73	17	27	0	0	0	0
Overall, I am happy with my child's experience at this school	46	72	17	27	1	2	0	0

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.



8 July 2010

Dear Pupils

Inspection of Stakes Hill Infant School, Waterlooville PO7 8ED

Thank you for making the inspectors so welcome when we visited your school. We enjoyed being able to talk to you and to look at your work. Although your school provides you with an acceptable standard of education, it requires a notice to improve. This is because at the moment too many pupils are not attending every day. The inspectors know that the school sends newsletters to your families to encourage you all to be at school, but your headteacher and governors need to find ways of helping you all to get to school regularly.

We know that you work hard in school and we can see that your learning in lessons is getting better; you do particularly well in mathematics – well done! There is more that your teachers need to do though to help you improve, particularly in your reading and writing.

There are lots of things that are good about your school.

- You work hard in lessons and your behaviour is good.
- You are clear about how to stay safe and how to keep healthy. I remember one of you telling me how important it was to have a balanced diet.
- You are proud of your school and the roles that you have. It was good to hear about all the good work that the buddies and school councillors do.
- Your teachers work hard to make lessons fun and you enjoy them. You know your targets and that they will help you to improve your work.
- Your school works hard with other people to take good care of you and, in particular, it works very well indeed with your parents and carers.
- You enjoy the before-school care club and the people who lead and manage it do a good job.

We wish you all well in the future. You can help your school by working really hard on your reading, writing and mathematics and by making sure that you attend school every day.

Yours sincerely

Elisabeth Linley

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.