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Mrs Amanda Jones  
Stanmore Primary School  
Stanmore Lane  
Winchester  
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Dear Mrs Jones

### Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 10 February 2010, for the time you gave to our discussions, and for the information which you provided before and during my visit. Please pass on my thanks to everyone who gave up their time to meet with me.

There have been many changes in staff in the last two years and a large number of new teachers joined the school in September.

As a result of the inspection on 12 and 13 February 2008, the school was asked to:

- raise standards in English, mathematics and science
- improve the way in which it uses data about pupils' achievement to raise standards
- ensure that the needs of all pupils are well met in all lessons.

Having considered all the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Pupils' attainment in the national tests was low in 2008 and 2009. However, attainment is now rising and pupils' progress is beginning to accelerate, particularly in Key Stage 2. The quality of learning in lessons is improving as a result of a range of improvements to the school's provision.

The quality of teaching is improving and an increasing number of lessons are good. Senior leaders have a clear understanding of the strengths and weaknesses in teaching and a number of useful developments are in place to support further improvement. Lessons increasingly cater more closely for the needs of pupils of different abilities, although not all provide sufficient challenge for everyone. Some lessons move at too slow a pace, leading to pupils not making as much progress as



they might. Improvements in the school's curriculum, supported by teachers working together more closely when they plan, are making lessons more interesting. This is helping pupils to enjoy learning and achieve more.

The way in which teachers set targets for pupils, mark their work and provide them with feedback has improved significantly. As a result, pupils are much clearer about how well they are doing and what they need to do to improve. Teachers' sharper use of targets is also helping to raise pupils' own expectations of what they can achieve. The way in which teachers track pupils' progress over time has improved. This is helping staff to spot pupils who are making insufficient progress, enabling them to target additional help more precisely through focus groups and one-to-one support. It is also enabling leaders to hold class teachers more accountable for the progress that their pupils make.

The headteacher and her senior colleagues are providing clear direction for the school's development. Staff across the school share their ambition for improvement. Middle leaders' roles have been revised and now focus more sharply on improving the quality of lessons and increasing pupils' achievement. This is helping to strengthen the school's capacity to continue its improvement. The local authority is providing a range of useful support, much of it through the national Improving Schools Programme. Leaders have engaged enthusiastically with this programme and it is having a very positive impact.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Christopher Russell  
Her Majesty's Inspector

