

# Stoberry Park School

## Inspection report

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<b>Unique Reference Number</b>	132227
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	360409
<b>Inspection dates</b>	10–11 November 2010
<b>Reporting inspector</b>	Anne Wright

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

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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 of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Hutchinson
<b>Headteacher</b>	Michael Hawkins
<b>Date of previous school inspection</b>	12 September 2007
<b>School address</b>	North Road Wells BA5 2TJ
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors saw 18 lessons taught by 11 teachers. Meetings were held with representatives of the governing body, members of staff, and with pupils. Inspectors observed the school's work and looked at documentation, including that related to safeguarding, the school development plan, pupils' work, and information about pupils' progress. They also took into account the views of pupils, staff and 151 parents and carers expressed in their responses to questionnaires.

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

- What is the impact of work being done to improve pupils' progress in Years 3 to 6?
- How effective is the provision for boys and pupils with special educational needs and/or disabilities?
- What is the impact of leaders at all levels and the governing body on helping to improve the school further?

## Information about the school

This is a large primary school. Most pupils are of White British heritage, and there are no other groups of significant size in the school. The proportion of pupils with special educational needs and/or disabilities is well above average. Many of these have learning difficulties. Pre-school provision is delivered through Stepping Stones which is located on the school site, and breakfast and afternoon clubs through Sparks. These are both private organisations and were not part of this inspection. The school has achieved Healthy Schools Plus status, and the International Schools 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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school has a supportive and happy learning environment.' This comment summarises the high degree of satisfaction expressed by parents and carers who commend the approachability of staff and their concern for individual children. It reflects the school's good engagement with parents, and its high level of pastoral care which is a significant strength of this satisfactory and improving school. Consequently, pupils feel very safe at Stoberry Park. The school is particularly successful in nurturing pupils who have a range of complex difficulties, often accommodating those who have struggled to benefit from earlier educational experiences. Pupils' well-being is further enhanced by the excellent extent to which they are encouraged to live healthy lifestyles, recognised in a national award. However, while care, guidance and support are good, there are weaknesses in other aspects of the school's work that mean that pupils' achievement is only satisfactory.

Children make satisfactory progress in the Early Years Foundation Stage. Pupils make good progress in Key Stage 1 with particular strengths in reading and writing. This represents a considerable improvement since the last inspection. Pupils' attainment in English, mathematics and science at the end of Year 6 is currently only broadly average. There are differences in and between subjects, and in the performance of different groups of pupils. Boys and pupils with special educational needs and/or difficulties make less progress than their peers. Pupils do better in English than in mathematics. This has been, in part, the result of staffing changes. Another contributory factor is that the school's system for checking on pupils' progress has not been sufficiently rigorous to fully identify underachievement and to inform personalised interventions. However, the school has identified that there are weaknesses in the progress made by boys, in particular in mathematics in Years 3 to 6. Booster groups and the delivery of daily mental mathematics activities have started to have an impact on progress.

The variation in pupils' progress is also linked to inconsistencies in the quality of teaching and assessment. While there are good lessons throughout the school, others do not fully engage pupils in their learning. Activities are not always well matched to the range of pupils' needs, in particular of boys and pupils with special educational needs and/or disabilities in Years 3 to 6, so that progress slows. The quality of marking is variable throughout the school. Where it is good, pupils are given clear guidance in terms of their next steps for improvement.

Senior leaders have accurately identified key aspects of teaching that need to be improved. However, middle leaders have not been involved in the monitoring and evaluation of the quality of teaching and learning. The headteacher has been successful in improving the school in a number of ways since the last inspection, such as, raising the standards in writing and mathematics at the end of Year 2. School leaders, including the

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governing body, have a clear vision and ambition for the future. The capacity for sustained improvement is, therefore, satisfactory.

## What does the school need to do to improve further?

- By the end of 2011, raise pupils' attainment in Years 3 to 6 to above average levels, and accelerate their progress, particularly in mathematics, through:
  - ensuring learning activities are precisely matched to the learning needs of individual pupils
  - providing clear guidance to pupils through marking to ensure they understand how to improve their work
  - maximising learning opportunities by engaging pupils in their learning throughout every lesson.
- Increase the effectiveness of leadership and management by:
  - refining the tracking of pupils' progress to determine the progress made by different groups, in particular of boys and pupils with special educational needs and/or disabilities, so as to identify underachievement and inform accurate intervention
  - extending the role of the new middle leaders to include the monitoring and evaluation of teaching and learning, by enabling them to conduct lesson observations in line with the new school policy.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils are generally enthusiastic and interested learners. In most lessons they readily offer their ideas and work well in pairs and small groups. They particularly enjoy practical learning: for example in a Years 5/6 numeracy lesson pupils were keen to use the interactive whiteboard to demonstrate their understanding of quadrilaterals. In other lessons, however, pupils are less engaged in their learning because the pace is too slow, or they become restless as a result of too much time spent sitting on the carpet. This is particularly the case for many boys in Years 3 to 6.

A range of intervention programmes is proving effective in addressing the needs of more able pupils, leading to their good progress in both English and mathematics. The introduction of intervention programmes such as 'Every Child Counts', to support pupils with special educational needs and/or disabilities is also starting to prove effective in improving their progress. However, the curriculum does not always match the learning needs and aptitudes of all pupils. Consequently, in lessons pupils are not fully engaged, learning slows and behaviour is satisfactory.

Pupils show an excellent awareness of the need to lead a healthy lifestyle and many are keen participants in a range of sports related activities. Pupils are clear that there is little bullying and they would readily turn to an adult if they were concerned. Consequently, they feel safe. Pupils contribute well to the running of the school by taking on a variety of responsibilities. There is an active school council that has influenced school decisions, such as the 'bags to school initiative'. However, pupils' contribution to the wider community shows limited recent involvement. Pupils' satisfactory attendance, combined with their

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satisfactory basic skills, means they are adequately prepared for secondary school and the world of work. Pupils' spiritual, moral, social and cultural development is satisfactory. They have a good awareness of the needs of others but their understanding of a culturally diverse society is limited. The school is aware of this and it is a current focus for development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

A range of initiatives has been introduced to enhance key aspects of provision in order to improve pupils' achievement. Consequently, the quality of teaching is improving. Strengths include good teacher subject knowledge, the effective use of new technologies and additional adults to facilitate learning, and good relationships with pupils. Enjoyment is enhanced by a curriculum that offers opportunities to bring learning to life through plenty of trips, visitors and themed weeks. The Year 6 French residential trip and the Year 4 residential trip to Bude provide pupils with memorable experiences. However, the curriculum does not always match the needs of individual pupils, in particular of boys and pupils with special educational needs and/or disabilities in Years 3 to 6. There have been some improvements in assessment, notably in English, resulting in consistently good progress for more able pupils. However, assessment is not yet used precisely enough in mathematics to ensure that activities take learning forward at a fast enough rate for all

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pupils. Marking in English enables most pupils to know what they need to do to improve their work, but is less informative and inconsistent in other subjects.

The school's good care of its pupils is evident in its support for pupils who are potentially vulnerable. For example, members of staff work in close partnership with their parents and carers, and good links with an extensive range of outside agencies help to support pupils' needs. Very thorough arrangements are in place to support pupils when they are joining or leaving the school, so that pupils quickly settle.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

An accurate evaluation of various aspects of the school's performance has been used effectively to inform priorities for further improvement. These are well founded and senior leaders, but less so middle leaders, are taking action to improve provision in key areas. Much of this work is beginning to have impact: for example, the new model of lesson observation has a sharper focus on the impact of teaching on pupils' learning and their progress. Challenging targets are set for pupils' performance in national tests at the end of Year 6, but these were not all met last year. However, there are notable improvements in the numbers of pupils making satisfactory progress in both English and mathematics. The tracking of progress through the school of different groups of pupils, in particular of boys and pupils with special educational needs and/or disabilities, is not yet sufficiently rigorous to inform accurately where interventions are required to ensure that pupils in Years 3 to 6 make consistently good progress.

The school is very inclusive and all pupils are welcomed. While the school is very effective in providing strong pastoral care for individuals, and communicates well with parents and carers, the work to ensure that all achieve equally well is in the early stages.

Safeguarding arrangements are robust, and older pupils have a good understanding of risk, for example in relation to the use of the internet. The school is a cohesive community, and links with a variety of agencies to contribute positively to pupils' well-being. It has achieved the International Schools Award in recognition of its work with Ghana to promote global community links. The school has rightly identified that, in order to further promote community cohesion, there is a need to strengthen community links across the United Kingdom. The governing body is well organised to support the school and is becoming more proactive in asking questions about the school's effectiveness. Partnership activities with other schools in Wells contribute to pupils' satisfactory achievement.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children settle quickly in Reception because of the warm relationships and good liaison with parents. Consequently, children feel safe and secure. A strong emphasis is placed on developing children's personal skills, such as working well with others. From average attainment on entry, children make satisfactory progress overall in all areas of learning. This leads to average outcomes. Children are happy and well behaved. They enjoy their learning when activities are engaging. This was evident when children were observed using the Divali tent to discover different world cultures. Most activities are adult led, with too few opportunities for child-initiated activities, in particular in the outdoor play area. Consequently, teaching is satisfactory as children do not have enough time to learn for themselves through exploration and discovery.

The leadership of the Early Years Foundation Stage is good in ensuring a clear direction for more rapid improvement. Consequently, members of staff have worked effectively as a team to develop more accurate assessment for tracking children's progress, which gives an accurate view of strengths and areas for development. As a result, weaknesses in boys' attainment are being effectively addressed, alongside early identification of children who may have special educational needs and/or disabilities, and the use of the outside area is being developed.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Almost half of parents and carers completed the inspection questionnaire, showing a positive response to all aspects of the school. They particularly appreciate how much their children enjoy school and how safe they are, with one parent commenting, 'The school has surpassed my expectations.' Another commented, 'It was worth moving house for.' Of the few concerns that were expressed, these largely related to progress and behaviour. The inspection evaluated learning and progress as satisfactory and behaviour also as satisfactory, as shown in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoberry Park Primary 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 151 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	60	57	38	1	1	0	0
The school keeps my child safe	80	53	61	41	4	3	0	0
My school informs me about my child's progress	73	49	70	47	6	4	0	0
My child is making enough progress at this school	62	41	76	51	8	5	0	0
The teaching is good at this school	66	44	77	51	1	1	0	0
The school helps me to support my child's learning	79	53	62	41	6	4	1	1
The school helps my child to have a healthy lifestyle	75	50	73	49	1	1	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)	65	43	80	53	1	1	0	0
The school meets my child's particular needs	66	44	76	51	6	4	0	0
The school deals effectively with unacceptable behaviour	54	36	74	49	10	7	3	2
The school takes account of my suggestions and concerns	50	33	81	54	8	5	2	1
The school is led and managed effectively	69	46	70	47	2	1	1	1
Overall, I am happy with my child's experience at this school	82	55	66	44	0	0	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



12 November 2010

Dear Pupils

**Inspection of Stoberry Park Primary School, Wells BA5 2TJ**

Thank you for the warm welcome that you gave to the inspectors when we recently visited your school. We were pleased to see that almost all of you enjoy school. I thought you might be interested in what we are saying in our report. Your school provides you with a satisfactory education and does some things particularly well. You have lots of opportunities to participate in clubs and visits. Your headteacher and staff take good care of you. As a result, you have an excellent understanding of the importance of keeping healthy, and a good understanding of staying safe. Pupils at Key Stage 1, especially, make good progress in their learning.

We have suggested some things that the school needs to do now.

- It should help you to improve your work in English and mathematics in Years 3 to 6.
- It should make sure that boys do as well as girls in mathematics, through keeping all of you busy in all parts of each lesson and checking that the work that you are given is just at the right level.
- It should make sure that marking helps you to understand what you need to do to improve your work.
- It should check that you are all working hard in lessons and making as much progress as you should, especially boys and those of you who may find work more difficult.

You can help by continuing to work hard and doing what teachers tell you after marking your work.

Yours sincerely

Anne Wright

Lead inspector

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