

Stoke Park Infant School

Inspection report

Unique Reference Number	115862
Local Authority	Hampshire
Inspection number	357831
Inspection dates	23–24 May 2011
Reporting inspector	Derek Watts

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	252
Appropriate authority	The governing body
Chair	Guy Alexander
Headteacher	Janet Munday
Date of previous school inspection	12 November 2007
School address	Abbotsbury Road Bishopstoke, Eastleigh Eastleigh SO50 8NZ
Telephone number	02380601773
Fax number	02380696079
Email address	adminoffice@stokepark-inf.hants.sch.uk

Age group	4–7
Inspection dates	23–24 May 2011
Inspection number	357831

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 assesses 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 0300 123 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors, who observed 18 lessons or part lessons taught by 10 different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, staff, members of the governing body and pupils. The inspectors analysed 98 questionnaires completed by parents and carers and others by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Children's progress in writing in the Early Years Foundation Stage.
- The effectiveness of the specially resourced provision and how well the pupils with speech and language needs progress.
- The pace and quality of learning in lessons.
- The robustness of the school's strategies to raise pupils' attendance.

Information about the school

This is larger than the average infant school. The very large majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities and those with a statement of special educational needs is well above average. There is a 14-place specially resourced provision for pupils from four to 11 with speech and language needs. This resource is shared with the nearby junior school. The provision is managed by the school and overseen by the local authority. The proportion of pupils known to be eligible for free school meals is below average. A breakfast club is run by the school and the governing body and this was part of the inspection.

The school has a number of awards including Platinum Sing Up and Nurture Group Quality Mark.

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

Stoke Park Infant is an outstanding school. The headteacher and staff have successfully maintained and built upon the strengths identified in the last inspection. All groups of pupils are highly valued and have full access to the high-quality opportunities provided. Outstanding care, guidance and support make a considerable contribution to pupils' personal development. Pupils thoroughly enjoy school and have extremely positive attitudes to learning. Their behaviour in lessons and around the school is often exemplary. Pupils feel extremely safe because of the considerable attention given to safeguarding, and show an excellent understanding of how to lead a healthy lifestyle. They make valuable contributions to the school and the wider community. Pupils achieve well because of good teaching and a highly effective curriculum. Attendance levels are average and improving steadily. A few families are not fully supporting the school's efforts to promote good attendance. The school recognises this and is introducing new strategies to strengthen the drive for above-average attendance.

Children in the Early Years Foundation Stage make good progress in most areas of learning, including writing, which has been a recent improvement priority. They make outstanding progress in their personal development. Good progress continues in Years 1 and 2. Pupils' attainment by the end of Year 2 is above average. Pupils are confident speakers and readers. They write interesting extended pieces in a range of topics. They apply numeracy skills well in solving problems. The specially resourced provision for pupils with additional speech and language needs is outstanding and the nurture provision for pupils with emotional and social needs makes an excellent contribution to improving pupils' behaviour, confidence and self-esteem.

Teaching successfully promotes consistently good progress for all pupils. There are examples of outstanding practice and this is shared among the staff. Teachers establish clear expectations and high-quality relationships with pupils. Explanations, instructions and questioning promote learning well. Assessment is used effectively to plan teaching and to match tasks to pupils' abilities. Occasionally, learning slows when time and resources are not managed to the usual efficient levels. Pupils often have first-rate opportunities to self-assess, reflect and think about their learning. This outstanding practice is not consistent in all lessons. An exciting curriculum is adapted to meet the needs of all groups of pupils, including those with special educational needs and/or disabilities, and is enriched by a wide range of additional activities that result in overall outstanding outcomes for pupils.

The headteacher provides extremely good leadership and educational direction. She has effectively developed and empowered other senior and key leaders, and so they provide very good support. The school engages positively with parents and carers, who are pleased with the care and education provided for their children. Some typical comments were 'Brilliant school', 'Fantastic school' and 'Very happy with the way my child is cared for

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

and taught'. There are very strong partnerships with other agencies to promote pupils' learning and development. Members of the governing body make a valuable contribution to the school's effectiveness and improvements. Through systematic self-evaluation, the school knows its strengths and takes positive action to bring about improvements. Since the last inspection, the curriculum and care, guidance and support have improved from good to outstanding and this has had a positive impact on the outcomes for pupils. While an outstanding sense of drive and ambition is shared by all staff and embedded across the school, the monitoring of teaching by senior leaders has yet to have a full impact on increasing the proportion of outstanding teaching. The school demonstrates good capacity for sustained improvement.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and learning by extending the sharing of the best practice and ensuring that in all lessons:
 - learning time is maximised
 - pupils are provided with regular opportunities to assess their own performance and think about their learning.

Outcomes for individuals and groups of pupils

1

Children enter the Early Years Foundation Stage with knowledge and skills below those expected for their age. They make good progress and attainment is broadly average on entry to Year 1. Throughout the school, pupils show considerable enthusiasm for learning and they thoroughly enjoy the wide range of activities provided. Pupils informed the inspectors 'Learning is fun', 'We like the trips' and 'We love school'. Pupils in Years 1 and 2, including those with speech and language needs, make good progress in lessons. A significant number of pupils with special educational needs and/or disabilities make outstanding progress. The more-able pupils are effectively challenged and extended and make good progress. By the end of Year 2, attainment is above average in reading, writing and mathematics.

Pupils make good progress in speaking and listening because of the well-planned opportunities to discuss their learning. In a Year 1 class, pupils asked the teacher a range of well-thought-out questions to identify particular characters. A well-focused approach to reading and the strong emphasis on the teaching of letters and sounds leads to good pupils' progress in reading. The more able apply their reading skills well to topics. A pupil remarked, 'There is good information in the library about space.' The school has worked hard on developing pupils' writing skills. Pupils write for a range of purposes and in different styles. Extended pieces are interesting and imaginative. Their spelling and punctuation are usually accurate. Handwriting by Year 2 is legible, fluent and joined. Pupils apply their writing skills successfully in different areas. For example, Year 2 produced detailed recounts of their recent visit to HMS Victory in Portsmouth. They also produced good quality drawings of the ship to enhance their writing.

In mathematics, pupils make good progress because of good teaching and the interesting problem-solving activities provided. Pupils identified different robot parts and their costs in Year 2. They applied their addition and multiplication skills to calculate the total costs of the parts to build a robot.

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

Pupils' outstanding spiritual, moral, social and cultural development is reflected in their consideration and support for others. In assembly, they reflected on the uses of and the importance of water to our lives. They participated very well in acting out baptism with the visiting speaker. Pupils choose healthy foods and participate enthusiastically in a range of physical activities. They feel extremely well cared for at school and know that there are always trusted adults to turn to for help if needed. Pupils make extremely good contributions to the school and to the wider community. Those on the school council represent their fellow pupils well. A highly successful choir has performed in the local area and further afield. Pupils raise funds for a range of appeals and charities to help those less fortunate than themselves. At Stoke Park, pupils are well prepared for their next school. Their personal and social skills are extremely well developed and they make good progress in acquiring and applying literacy and numeracy skills.

These are the grades for pupils' outcomes

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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ 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?

In a parent and carer questionnaire, one wrote, 'The teaching and support staff are fantastic.' Teaching successfully promotes considerable enjoyment and good learning for all groups of pupils. Teachers create attractive and stimulating classrooms with interesting artefacts, clear learning prompts and pupils' good quality work on display. Lessons have a clear purpose and pupils know what they are expected to learn. Questioning is used effectively to challenge pupils' thinking and to check their understanding of new work.

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

Pupils' interest is sustained because activities are tailored closely to their abilities and needs. Effective modelling and demonstration by teachers promote pupils' writing skills well. Teaching assistants are deployed well and make good contributions to pupils' learning, particularly for those who need additional help with language. Pupils know how well they are doing and what they need to do to improve because they are set clear individual learning targets. The marking of pupils' work is effective. Good work is praised and constructive comments guide improvement.

The curriculum contributes extremely well to pupils' outstanding personal development and promotes good academic achievement. It provides exciting and memorable learning experiences for all pupils. Strong links between subjects add meaning and relevance to pupils' learning. Health education and the wide range of physical activities provided contribute extremely well to pupils' excellent understanding of healthy lifestyles. Provision for art and singing are clear strengths. Pupils thoroughly enjoy the wide range of clubs, including choir, outdoor games, football and karate. Visitors and visits further enhance the curriculum and pupils' learning. Very good use is made of the school's impressive gardens, woodlands and outdoor facilities to support learning in areas such as art, geography and science.

Care, guidance and support are at the heart of the school's extremely positive ethos. Pupils, parents and carers fully appreciate the extremely well organised, safe and secure environment provided. 'Excellent learning environment,' was a typical comment. Relationships between adults and pupils are outstanding. Pupils with special educational needs and/or disabilities are provided with the good support they need. Pupils from the specially resourced provision are very effectively integrated into mainstream classes. Parents and carers wrote, 'The speech and language support is brilliant.' The nurture base provides excellent support for those who need it. In partnership with other agencies, the school is highly successful in supporting pupils and their families who require additional help. The very effective monitoring and promotion of attendance are leading to steady improvements. However, the school has even further initiatives planned to extend the current strategies in order to raise attendance to above average. Pupils take advantage of the well-organised breakfast club, which provides a good start to the day.

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 headteacher with her staff has very successfully created an extremely positive school atmosphere for pupils to learn and develop. Senior leaders, staff and governors are firmly focused on providing high quality provision and promoting outstanding outcomes for

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

pupils. The leadership and management of key areas such as the Early Years Foundation Stage, English, mathematics and special educational needs, the specially resourced provision and the nurture provision are all very effective. All leaders and managers are successfully engaged in monitoring performance and improving their areas of responsibility. There are good systems for monitoring and developing teaching and senior staff are striving to increase the proportion of outstanding lessons.

Members of the governing body show an extremely clear understanding of the school's strengths and improvement priorities. They are supportive and provide constructive challenge so as to hold the school to account. Safeguarding is given considerable attention. There are highly effective policies and procedures to protect and safeguard pupils. The monitoring and evaluation of these procedures are rigorous and thorough. All staff are well trained in the area of safeguarding. The school successfully promotes safe practices for pupils through its teaching and the curriculum.

All groups of pupils have full access to the range of the overall high quality provision resulting in good progress in their learning and outstanding progress in their personal skills. Equality of opportunity is promoted extremely well and discrimination is very effectively tackled. Community cohesion is promoted well. Partnerships with the parents and carers and the local community are good. The curriculum effectively promotes pupils' understanding of different cultures that exist in the United Kingdom. There are clear plans to further extend pupils' understanding of life in the global community.

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
The effectiveness of the school's engagement with parents and carers	2
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Effective leadership and planning are promoting good provision in this setting. There are some outstanding elements. Children settle quickly because of good induction arrangements. They make exceptionally good progress in their personal, social and

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

emotional development because of the strong relationships between adults and children and the first-rate attention to care, guidance and welfare. Children feel safe, secure and grow in confidence.

Children thoroughly enjoy the indoor and outdoor activities provided. These are effectively planned around exciting themes such as 'growing and plants'. Children are taught well and make good gains in their learning. Assessment information is used well to plan teaching and learning. Each child has a 'Learning Journal', an attractive and detailed record of their progress and learning experiences. Parents and carers have a positive input into these highly impressive journals. There is an effective balance of adult-led activities and those chosen by the children. Just occasionally, teachers' introductions are overlong and children are not fully active learners. Children have good opportunities to explore, be creative and work independently. Role-play areas, such as 'The Garden Centre', promote language development and creativity well. For example, children explored with colours and created large paintings of plants showing the stem, leaves and the flower head.

Children make good progress in speaking and listening because these skills are effectively promoted through most activities. Good attention is given to the teaching of letter sounds. The school has been successful in improving children's writing skills. There are good opportunities for them to acquire, practise and apply these skills. They are beginning to write sentences about their learning. Since the last inspection, there have been considerable improvements to outdoor learning provision. The spacious and well-resourced outdoor areas successfully encourage children to be active and purposeful learners.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

Almost all of the parents and carers who returned the questionnaires are happy overall with their children's experience at the school. They are particularly pleased with children's safety in the school, the sense of enjoyment, the quality of teaching, the meeting of children's particular needs, pupils' progress and the promotion of healthy lifestyles. These very positive views reflect the findings of the inspection. A few parents and carers expressed concerns about how the school deals with unacceptable behaviour and how well the school takes account of their suggestions and concerns. In their written comments, a small minority of parents and carers expressed concern about the communication between home and school. During this inspection, inspectors found that most pupils are extremely well behaved most of the time and that the school has very effective procedures for dealing with any unacceptable behaviour that may occur. The school's own recent survey

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

has revealed that some parents and carers have concerns about communication and how well the school takes account of suggestions and concerns. Members of the governing body are currently exploring ways of improving these areas.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoke Park 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 252 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	74	24	24	1	1	0	0
The school keeps my child safe	78	80	20	20	0	0	0	0
My school informs me about my child's progress	52	53	43	44	3	3	0	0
My child is making enough progress at this school	60	61	35	36	1	1	0	0
The teaching is good at this school	68	69	29	30	0	0	0	0
The school helps me to support my child's learning	51	52	45	46	2	2	0	0
The school helps my child to have a healthy lifestyle	59	60	35	36	3	3	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)	57	58	32	33	1	1	0	0
The school meets my child's particular needs	64	65	33	34	0	0	0	0
The school deals effectively with unacceptable behaviour	49	50	41	42	5	5	0	0
The school takes account of my suggestions and concerns	40	41	48	49	4	4	1	1
The school is led and managed effectively	44	45	46	47	0	0	0	0
Overall, I am happy with my child's experience at this school	69	70	28	29	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



25 May 2011

Dear Pupils

Inspection of Stoke Park Infant School, Eastleigh, SO50 8NZ.

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We thoroughly enjoyed our visit. Stoke Park Infant is an outstanding school.

These are the main strengths.

- You thoroughly enjoy school.
- Children in the Early Years Foundation Stage have a good start and make good progress.
- You are making good progress because of the good teaching you receive.
- An exciting and wide range of learning activities is provided, including clubs, visits and visitors.
- The speech and language centre and the nurture provision are extremely successful in helping those with special learning needs.
- You get on extremely well with each other and your behaviour is outstanding.
- You have an excellent understanding of how to keep healthy and fit.
- You feel very safe at school because teachers and other adults take excellent care of you and provide outstanding guidance and support.
- You make valuable contributions to school life and to the wider community.
- The headteacher leads the school extremely well and she receives very good support from other senior leaders.

We have given your school just a few points for improvement.

- We have asked teachers to ensure that full use is made of learning time in all lessons. We have also asked teachers to ensure that you all have regular opportunities to assess your own progress in lessons and have time to think about your learning.

All of you can help by continuing to work hard. We wish you all the best for the future.

Yours sincerely

Derek Watts

Lead 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 0300 123 4234, or email enquiries@ofsted.gov.uk.