

Stoke Hill Junior School

Stoke Hill, Exeter. EX4 7DP

Inspection dates

19–20 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and the governors are wholly committed to maintaining and accelerating improvement in both achievement and the quality of teaching and are clear about how to do so.
- Teaching is consistently good with some examples of outstanding practice. Staff are conscientious and set themselves high standards.
- Achievement is good and pupils of all abilities and all backgrounds make good progress in English and mathematics from the time they enter the school.
- Disabled pupils and those with special educational needs or with English as an additional language make extremely good progress.
- Pupils develop strong information and communications technology (ICT) skills and lap tops are used as 'tools' in many subjects.
- The school offers an extremely wide range of high-quality extra-curricular clubs and activities, linked to various subjects that help to prepare pupils very well for when they move onto their next school. .
- Pupils' progress throughout their school career is accurately and regularly monitored and this information is shared with parents.
- Pupils feel safe at Stoke Hill and are proud of their school. The great majority of pupils demonstrate positive attitudes to their learning.
- There is a strong sense of community in the school and relationships between staff and pupils are very good and underpin all that the school does and is.
- The governing body has provided extremely strong support and direction for the school and works very closely with the headteacher and senior leaders.

It is not yet an outstanding school because

- Not enough teaching is outstanding. This is because lessons are not always paced appropriately correctly and in some lessons the tasks are not challenging enough for more able pupils.

Information about this inspection

- The inspection was carried out over two days with half a day's notice.
- All full-time staff were observed teaching. A total of 25 lessons were seen. This included a joint observations and 'learning walk' with the headteacher.
- The inspectors heard pupils from Year 3, 4 and 5 read individually.
- Meetings were held with groups of pupils, members of the governing body, the upper and lower school coordinators, subject leaders, the special needs coordinator and members of the school leadership team and a telephone call was made to the school improvement adviser.
- The inspection team looked at a wide range of evidence which included: the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, performance management documentation, the school's self-evaluation information, curriculum and lesson plans, governing body documentation, and the work pupils were doing in their books.
- Parents were met at the beginning of the school day and the 39 responses to the online questionnaire (Parent View) were considered. The school's own parent survey was also scrutinised. Responses from 25 staff questionnaires were also taken into account.
- During the inspection pupils' behaviour was observed, both inside and outside of the classroom, and the school's safeguarding procedures were scrutinised.

Inspection team

Mark Anderson, Lead inspector	Additional Inspector
Marian Marks	Additional Inspector
Alan Jones	Additional Inspector

Full report

Information about this school

- Stoke Hill is a larger than average-sized junior school and is situated near to the centre of Exeter.
- The majority of pupils at Stoke Hill (78%) come from White British backgrounds. The remainder come from a variety of other white and mixed ethnic backgrounds.
- There are twelve classes: three in each year group.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children with a parent in the armed services and pupils known to be eligible for free school meals, is below the national average. There are currently no children with parents in the armed services or in local authority care.
- The proportion of pupils who are disabled or have special educational needs supported at school action, school action plus or statements of special educational need is above the national average.
- The school has met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The Stoke Hill Junior School and Stoke Hill Infant and Nursery School formed a federation in September 2011.
- The school runs a breakfast and after school club on the school site.

What does the school need to do to improve further?

- Further improve the quality of teaching and increase the amount of outstanding lessons taught by:
 - ensuring that all lessons are taught at a lively pace and inspire and enthuse all pupils.
 - ensuring that all lessons provide sufficient challenge for pupils of all abilities to achieve their full potential.

Inspection judgements

The achievement of pupils is good

- National test results and teacher assessments show that pupils reach significantly above average standards in English and mathematics when they leave Stoke Hill.
- Most of the children have reached standards typical for their age when they join the school in Year 3. They make good progress and the great majority reach, or exceed, the levels expected nationally as they move through the school.
- Good progress continues throughout Key Stage 2 and the improving levels of attainment in reading and writing are a strong feature of this stage of the pupils' learning. This area of improvement supports the strong mathematics teaching and attainment throughout the school.
- High percentages of the pupils achieved Level 4 and 5 results in the 2012 Key Stage 2 tests, particularly in mathematics where 92% of pupils gained Level 4. However evidence gathered during the inspection indicated that the full potential of all pupils, especially the more able, is not always realised and few pupils achieved Level 6 in either mathematics or English.
- Current progress data indicates that the rate of pupil progress in all year groups is accelerating and compares very favourably with recent years. The last three years have seen a clear upward trend in all subjects.
- Pupils are provided with regular opportunities to read in school and teachers and teaching assistants ensure that their phonics knowledge continues to be reinforced both during lessons and support sessions.
- There are no significant differences in the progress made by different groups of pupils. In English and mathematics the attainment of pupils eligible for the pupil premium is similar to, and sometimes exceeds, that of other pupils in the school. The impact of well-planned actions is leading to improvement in the achievement of pupils with special educational needs and has successfully narrowed or, in some cases, eradicated the gap between their attainment and that of all other pupils. This improvement demonstrates the school's successful promotion of the equality of opportunity
- The school's systems for tracking each individual pupil's level of progress and achievement are very detailed and accurate. The tracking data is carefully analysed to establish any areas that are in need of strengthening and any individual pupils or groups who require additional support. Parents are kept extremely well informed of their child's progress in all areas of the curriculum.
- The parents who completed the on-line survey in Parent View consider that their children are making good progress and achieving well throughout the school.

The quality of teaching is good

- The teachers' commitment, subject knowledge and knowledge of their pupils mean that the majority lessons are well-planned and engage the pupils. The pupils' attitude to learning is positive and the enthusiasm of most in the classroom is clearly apparent.
- Pupils are excited by much of their work and in the majority of lessons teachers ensure that learning runs at an appropriate pace and the teachers' good questioning skills keep all pupils 'on task' and involved. A good example of the level of challenge was seen in a Year 6 mathematics lesson when the pupils were asked to solve quadratic and simultaneous equations. In a Year 5 English lesson pupils were encouraged to, 'Go into uncharted territory and take your learning to the next level!'
- Marking and feedback are also helping pupils to meet their learning targets. Pupils get clear guidance on the next steps in improving their work and marking and feedback are consistently good across all year groups.
- Teaching assistants and support staff are used well. They are particularly effective when leading learning in small groups and when providing support for individual pupils. Learning is well planned for disabled pupils and those with special educational needs to make good progress. High quality pastoral support is also in place and pupils with specific issues are mentored very effectively.
- The use of Information Communication Technology (I.C.T.) is integrated across the curriculum and in all year groups and staff are very proficient in the use of computers and laptops. Twenty new laptops will be arriving at the school the week following the inspection.
- In a small number of lessons teachers spend too much or too little time introducing lessons leaving insufficient time for pupils to get to grips with new concepts and ideas. Some lessons do not allow pupils enough opportunities to undertake independent learning activities.
- In a small number of lessons activities are not well matched to the different abilities of pupils. This results in some pupils finding the work too difficult and others completing tasks very quickly when they could tackle more demanding work.
- There are regular specialist teachers who visit the school and this includes Spanish and Physical Education.
- In addition to the very strong profile of the core subjects throughout the school the curriculum is being developed to incorporate more outdoor-based learning and this is supported by one of the school's targets being to deliver 20% of lessons outdoors in the course of a year.
- The vast majority of parents who responded to the questionnaire or spoke to the inspectors considered that their child was taught well and made good progress.

The behaviour and safety of pupils are good

- Pupils have good attitudes towards learning and were observed quickly settling to their work in the classroom with enthusiasm. They are keen to ask and answer questions and clearly being at school. Older pupils provide very good role models for younger pupils and demonstrate a genuine maturity for their age as they reach the end of their career at Stoke Hill.
- The great majority of parents have a positive opinion regarding behaviour in the school as expressed by those responding to the on line questionnaire, Parent View, and to the school's own survey. They appreciate that the school is caring, approachable and will deal decisively with any issues that arise.
- Pupils at Stoke Hill are well mannered and very polite towards staff and visitors. They show respect and consideration for others. New children from a variety of backgrounds settle very quickly and rapidly become part of the school community. Pupils get on well with each other across the age groups, both in lessons and on the school playgrounds and fields.
- An example of the enthusiasm, skill and commitment pupils show was clearly demonstrated by the outstanding achievement of both the boys' and girls' U11 cricket teams who achieved second

place in the county finals and only narrowly missed out on becoming county champions in 2013.

- In a small number of lessons pupils' attitudes to learning are not as focused as they might be and there are a few incidences of low level disruption. However these are dealt with effectively by staff.
- Attendance and punctuality are good at Stoke Hill and this is evidence of the pupils' obvious enjoyment of their life at school. The school's attendance policies are followed consistently and clearly explain and reinforce the school's expectations.
- All year groups develop a deep understanding of environmental issues and 'sustainability' is a concept embedded throughout the school. The 'Green Team' has a very high profile with 35 pupil members and has been instrumental in gaining the 'Greenest School in Exeter Award'. The school has also planted over five hundred trees around the extensive school grounds in the last 5 years.
- Pupils say they are well cared for and feel safe at school at all times. They felt able to speak to adults if they had a problem or needed to confide in someone. They displayed a clear understanding of what bullying was and how to recognise different kinds of bullying such as physical, emotional and cyber bullying. This was strongly reinforced during the recent anti-bullying week.
- The school's breakfast and after school clubs are well attended and provide a very high level of supervision at the beginning and end of the school day. The provision is very much enjoyed by the pupils and highly valued by parents.
- Pupils spoken to commented that the adults always dealt with any instances of inappropriate behaviour promptly, fairly and effectively.
- There are clear systems to record poor or inappropriate behaviour.
- There is a positive ethos and learning climate at Stoke Hill and good relationships are built up. The teachers are strong role models for their pupils and mutual respect and trust are embedded throughout the school.

The leadership and management are good

- The headteacher and senior leaders are ambitious for the school's further development and have an in-depth understanding of Stoke Hill's strengths and have targeted required areas for improvement.
- The school works very closely with Stoke Hill Infant School and the creation of a federation between the schools has resulted in numerous improvements across both schools. These include an excellent transition 'up the hill' from Key Stage 1 to Key Stage 2 and the development of a close working relationship between staff that are now in place. The two headteachers spend half a day every week in each other's schools.
- A combined Year 5 and Year 2 trip to Plymouth Aquarium is shortly to take place and is an example of how closely the Federation works together.
- Teachers and parents consider that the senior leaders provide effective leadership and management across all areas of the school.
- The leadership of teaching is becoming increasingly rigorous and performance management has served to maintain and improve standards. This is well supported by the close teamwork and morale of the teachers, combined with their desire and commitment to keep the school moving forward.
- The headteacher and senior leadership team rigorously collect data on pupils' attainment and progress. The information is analysed accurately and pupil progress meetings are scheduled every six weeks in order to identify those pupils falling behind or not making expected progress and take appropriate action. This information is available to parents online.
- The school's self-evaluation is accurate and the Federation Improvement Plan is sharply focused through success criteria, targets and timelines.
- Recent improvements to pupil outcomes, attendance and the quality of teaching indicate a good capacity to maintain improvement.

- Safeguarding arrangements comply with statutory regulations. The leadership identify and respond very well to any concerns regarding child welfare. This provision has recently been further enhanced by the appointment of a member of staff to fulfil the role of Education Support Worker' providing an effective liaison with the parent body.
- Senior leaders observe teachers' practice in the classroom and arrive at judgements relating to the quality of their practice and the progress their pupils make. These findings are used appropriately to make decisions regarding decide teachers' pay and internal promotion within the school. Teachers' performance, appraisal and pay progression are all closely linked together.
- The school places a priority on professional training for the staff and developing their teaching skills and knowledge although opportunities for teachers to share best practice could be increased
- The school has received 'light touch' support from the local authority.
- The range of subjects and topics taught is extensive, and well matched to the needs of pupils. There are numerous activities available for pupils. An example of the breadth of opportunity was seen during the first day of the school's inspection itself when all of the Year 4 pupils had an inspirational trip to Paignton Zoo and Year 5 pupils enjoyed an off-site 'Robin Hood' experience!
- There are many opportunities for pupils to gain an understanding of the world around them. The development of the pupils' spiritual, moral, social and cultural awareness and understanding is well supported.
- Pupils are keen to take an active role in school life and take on a variety of responsibilities. The school offers a wide range of clubs and activities, which currently include a range of sports, such as cricket, hockey and tag rugby, as well as street dance, film club and a Maths Information Technology homework club for Pupil Premium pupils and many more. This range of opportunity ensures that every pupil develops at least one extra-curricular interest, and usually many more.
- **The governance of the school:**
 - Governors know the school well. They have been instrumental in instigating the establishment of a successful federation and demonstrate a focused and unswerving commitment to further improving the educational experience that Stoke Hill offers all its pupils. They hold leaders to account for the effectiveness of the school. They have a clear understanding of the school's strengths and how well it performs in comparison with other similar schools and nationally. Areas for development are clearly understood and governors work closely with the school to develop the Federation Improvement Plan. The committee structure of the governing body functions effectively and individual governor's skills are utilised to great effect. The school's finances are rigorously audited and well and the school is in 'safe hands'. Governors have an accurate grasp of how the pupil premium funding is spent and how its impact in improving levels of pupil attainment is measured. Governors are kept well informed by the school's leadership and also attend training so that they can become more effective. They ensure that the school fulfils all statutory obligations, including those related to safeguarding and the safe recruitment of staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113087
Local authority	Devon
Inspection number	413182

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	The governing body
Chair	Vanessa Newcombe
Headteacher	Roy Souter
Date of previous school inspection	21–22 October 2009
Telephone number	01392 667830
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