

Stoke Park Infant School

Abbotsbury Park, Bishopstoke, Eastleigh, SO50 8NZ

Inspection dates 15–16 May 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Pupils achieve well. From starting points which are below those expected for their age, they make good progress and reach levels of attainment in line with national expectations in reading and mathematics by the time they leave in Year 2.
- The specialist resourced provision for those who have speech and language difficulties benefits from a speech and language therapist and all of this group of pupils make at least good progress.
- The quality of teaching is good. Tasks are imaginative and pupils learn a wide range of interesting and stimulating subjects. Singing is successfully used to provide a sense of community and belonging throughout the school.
- Teaching assistants work closely with class teachers and provide effective help, particularly for those with special educational needs.
- Pupils' spiritual, moral, social and cultural development is good. The school makes effective use of the large natural woodland that backs onto the premises.
- Pupils behave well and say that they feel safe. Parents support the work of the school.
- The outdoor area in the Early Years Foundation Stage provides an exciting and stimulating range of experiences.
- School leaders, including the governors, work well together and have a clear plan for the school's future. They have ensured that teaching and achievement are at least good. The partnership with the adjacent junior school is good.

It is not yet an outstanding school because

- Writing standards, particularly for those who are more able and those who have special educational needs, are not high enough.
- Pupils do not have enough chances to practise their writing skills in other subjects.
- Marking does not always give pupils clear guidance on how to improve their work.
- Checks on the progress of different groups of pupils are not fully effective. The system employed does not clearly identify groups of pupils.

Information about this inspection

- The inspectors observed 19 lessons and part-lessons including six joint observations with the senior leadership team. In addition, inspectors heard pupils reading in Year 2.
- Meetings were held with a group of pupils, the Chair and other members of the Governing Body and school staff. A discussion was held with a member of the specialist resourced provision for speech and language. A meeting was held with a representative from the local authority.
- Inspectors took account of 59 responses to the online questionnaire, Parent View, as well as looking at letters from parents and holding informal discussions with parents who were collecting their children from school.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress and its planning and monitoring documents. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 20 responses to the staff questionnaire.
- Inspectors visited the school's breakfast club.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Stephanie Matthews

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- Stoke Park Infant is larger than the average-sized infant school.
- The proportion of pupils known to be eligible for support through the pupil premium is lower than the national average. Pupil premium is extra funding provided by the government for looked after children and pupils known to be eligible for free school meals.
- Approximately a third of each year group consists of pupils with special educational needs called school action. This is much higher than the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is average.
- Pupils are predominately White British.
- There is a breakfast club which is run by the governing body. After-school provision is provided by a separate contractor. It is subject to a separate inspection and was not part of this inspection.
- The school has a specially resourced provision for pupils with special educational needs related speech, language and communication skills.

What does the school need to do to improve further?

- Improve standards in writing, particularly for the more able and those who have special educational needs, by:
 - increasing the opportunities provided for pupils to practise writing skills in different subjects
 - ensuring that marking gives pupils clear guidance on how to improve their work.
- Improve the electronic checking system for registering pupils' progress so it more efficiently identifies specific groups of pupils.

Inspection judgements

The achievement of pupils

is good

- Children start in the Reception class with skills and abilities that are generally below those typically expected for their age, particularly in reading, writing, speaking and mathematics. They make good progress because of exciting learning experiences, such as those provided in the exceptional outdoor area.
- By the time pupils leave school at the end of Year 2 they achieve in line with national expectations in reading and mathematics. However, they are below national averages in writing, particularly those who are more able or who have special educational needs. This is often because pupils do not have enough chances to practise their writing skills in other subjects.
- When compared to national averages the school enables a larger percentage of more able pupils to gain the higher levels in reading and mathematics.
- Regular and efficient teaching of letters and sounds gives pupils a secure grounding in their basic reading skills. They develop a love of reading and are encouraged to read at home. They recently enjoyed the World Book Week celebration where adults and pupils dressed up as characters from well-known books.
- A third of the pupils in the school have special educational needs, in particular with speech and language difficulties. The results of the Year 1 check on pupils' knowledge of letters and the sounds they make were lower than the national average. However, effective teaching ensured that when rechecked again in Year 2, a higher-than-average proportion of pupils achieved the expected standard. Support staff give effective help to those with special educational needs; they work with them either individually or in small groups. As a result, these pupils make similar good progress to others in the school, particularly in reading and mathematics.
- Pupils' progress within the specialist provision for those with speech and language difficulties is good and sometimes exceptional. This is because staff carefully plan work for each pupil to make sure that they receive just the right level of challenge in their work.
- Leaders are effectively targeting the learning of the small number of pupils who are eligible for additional funds, called the pupil premium. As a result, these pupils consistently make similar progress to others in the school in mathematics and they make better progress than others in reading and writing. There is no appreciable difference in attainment between those who are eligible for the additional funding and all pupils nationally.

The quality of teaching

is good

- Teaching is consistently good throughout the school. Teachers have high expectations about what pupils can achieve, particularly in reading and mathematics. They provide an interesting range of tasks for pupils.
- The teaching of writing is not as effective as reading and mathematics because teachers do not build in enough chances to develop pupils' writing skills in other subjects. This is particularly the case for those who have special educational needs or are more able. While work in books is regularly marked in all classes, it does not always give pupils clear guidance on how to improve their work, particularly in writing.
- There are positive and supportive relationships in the Reception classes. The activities are well planned and appropriate to children's age and experiences because teachers know the children well and quickly move them on to new tasks.
- In the specialist resourced provision for those with speech and language difficulties, pupils benefit from supportive teaching assistants as well as a part-time speech therapist. Parents reported that they were delighted with the progress their children were making.
- All classroom and corridor displays, celebrate pupils' work. They are used effectively as a basis for motivating and stimulating learning activities. For example, pupils learnt a lot about growing

things when they produced leaflets and posters about their trip to a local garden.

- Each classroom has an outside area and these areas are used well to promote learning. There is a focus, for example, on showing pupils where food comes from and there are several gardens growing vegetables that pupils help to tend. Pupils enjoyed developing their mathematical skills and were very keen to talk about the garage role-play area which had been set up with real tyres. They were proud that they knew the cost of pumping up tyres and how much new tyres cost.
- Teaching assistants are skilful at helping pupils who find learning more difficult. They encourage pupils to work things out for themselves rather than giving them the answers straightaway.
- The homework the school sets is usually reading and pupils reported that they enjoyed reading to their parents in the evenings. Parents advised that their children often had spellings to learn each week.

The behaviour and safety of pupils are good

- The behaviour of pupils is good, both in lessons and around the school. The majority of parents who answered the online Parent View and all parents spoken to at the end of the school day agreed that behaviour in the school is usually good.
- Parents of children in the Reception class were very complimentary about the online system that allows parents to receive pictures during the day about what their child is doing. As one parent said, 'its so wonderful because my child may have been unhappy when I left them, but only half an hour later I can receive a picture of them playing happily with glitter.'
- At playtimes pupils behave well and supervised lunchtime routines ensure a civilised time for eating lunch.
- The school has a firm commitment to equal opportunities and does not tolerate any form of discrimination. It is very inclusive, particularly for those pupils who have extra needs, where they find it harder to behave than others. The school has developed effective and consistent methods to encourage good behaviour and pupils all agreed that the system, called 'turtle thinking', made them consider carefully the reasons why it was better to behave well.
- In classes pupils' attitudes to learning are usually good. They listen carefully to the teachers' instructions, take pride in their work and try to do their best.
- The school's work to keep pupils safe and secure is good. Parents are very complimentary about how well the school develops their children's confidence. Pupils say that adults always care for them well and that if they have any concerns staff are always on hand to sort them out. They know that name-calling is wrong and have an appropriate understanding of the different types of bullying, including cyber bullying.
- The popular breakfast club contributes effectively to pupils' well-being. It provides a good range of activities as well as a healthy breakfast to start the day. As pupils from the junior school also attend, it also acts as an effective link between both schools and plays a part in the smooth transition up to junior school.
- Attendance is now above the national average and punctuality is good. The school has effective systems in place to encourage good attendance.

The leadership and management are good

- The headteacher and deputy headteacher have created a supportive team that provides a caring environment for all pupils. All of the staff who completed the questionnaire agreed that the school is well led and managed. All who work in the school are proud to do so and share the same high aspirations of the leaders.
- Leaders are aware of the school's strengths and the areas that still need developing, such as

writing. While leaders make regular checks on the progress of pupils to ensure that no individual or group of pupils fall behind, some of this information has to be compiled manually by the deputy headteacher. This is because the computer system used to make these checks does not identify specific groups of pupils. This is an inefficient use of a senior leader's time.

- Senior and subject leaders regularly check on the quality of teaching, through lesson observations and looking at pupils' books. The school makes it clear that teachers need to ensure good progress for the pupils in their class before they are awarded with a pay increase.
- The school provides an interesting range of subjects. The outdoor environment, both within the school and the woodland just outside the school, is used regularly as a way to enhance pupils' learning. Parents, accompanying their children on one of the regular 'wellie walks', were very supportive of the exceptional opportunities provided. One said, 'having a forest on your doorstep where my child can listen to birds and watch nature is simply marvellous.' This strong link with the natural world provides an exceptional opportunity to arouse pupils' curiosity and develop their spiritual, moral, social and cultural awareness. Music is another strong feature, as one parent advised, 'the school choir is a brilliant outlet for my child's creativity.' Singing skills are developed not only in assemblies but in many other aspects of school life which earned the school a nationally recognised award.
- The local authority provides a light-touch level of support for this good school.
- Additional funding for sport has been used thoughtfully for equipment and to train teachers so that they are now more confident in teaching gymnastics and dance. An example of this was the performance of the Dragon Dance which increased pupils' participation and enjoyment in dance.
- The specialist provision for those with speech and language difficulties is well led to ensure that pupils' specific needs are met.
- Safeguarding practices meet statutory requirements and key staff are suitably trained. All staff are regularly updated about child protection matters and pupils whose circumstances mean that they may not do as well as others.
- The vast majority of parents who responded to Parent View say they would recommend the school to another parent.
- **The governance of the school:**
 - Governors are experienced, well trained and very supportive. They are very aware of the school's strengths and the areas still to develop, including writing. Governors regularly visit the school and are therefore well aware of the quality of teaching. They ensure that teachers' pay and the progress of pupils are closely linked. The governors know about the achievement of pupils and are well trained in understanding the school's data. They regularly ask questions about the performance of pupils. Governors ensure that additional funds, such as the pupil premium and sports funding, are well utilised.

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	115862
Local authority	Hampshire
Inspection number	443776

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	270
Appropriate authority	The governing body
Chair	Mike Bridgeman
Headteacher	Janet Munday
Date of previous school inspection	23 May 2011
Telephone number	023 8060 1773
Fax number	023 8069 6079
Email address	adminoffice@stokepark-inf.hants.sch.uk

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