

Little Stoke Primary School

Little Stoke Lane, Bristol, BS34 6HY

Inspection dates 15–16 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is ambitious for the school. He is supported well by governors and other staff with leadership responsibilities. Together, they have taken strong actions to improve the quality of teaching and pupils' achievement. They are determined to raise standards further by giving all pupils a rich educational experience.
- Teaching is good. Pupils know what they are expected to achieve, and lessons are well planned to meet the needs of most pupils.
- Pupils make good progress and achieve well from their starting points. Standards at the end of Key Stage 2 have improved and are now in line with those of pupils nationally.
- Well-planned provision for children in the Reception class means they make good progress and are well prepared for Year 1.
- Disabled pupils and those with special educational needs are well supported and make good progress.
- Pupils feel safe in school and say that staff look after them well.
- The behaviour of pupils is good. They are proud of their school and show respect to staff and others. Their positive attitudes to learning contribute to their good progress.
- The school provides excellent opportunities to support pupils' spiritual moral, social and cultural development so that pupils are well prepared for life in modern Britain.
- Governors are effective and show a good knowledge of the school's strengths and areas for development.
- All the areas for improvement from the previous inspection have been addressed successfully.

It is not yet an outstanding school because

- Teaching throughout the school is not yet outstanding and so does not enable all pupils to make the best possible progress.
- Occasionally, work is too easy or too difficult for pupils, which means they do not then learn as well as they could.
- Some pupils' understanding of new learning is not sufficiently thorough because some teachers do not check it rigorously enough. Pupils do not have enough opportunities to extend their literacy and mathematical skills in other subjects that they study.

Information about this inspection

- Inspectors observed learning in parts of 11 lessons. They also made a number of shorter visits to classes and observed two assemblies.
- Inspectors looked at pupils’ work in lessons and carried out a detailed scrutiny of their written work in literacy and mathematics.
- Inspectors heard pupils read and talked with them about their reading.
- Inspectors held meetings with two groups of pupils to hear their views on learning and behaviour in the school. They also spoke informally with pupils during their breaks and lunchtime.
- Meetings were held with the headteacher, the deputy headteacher, other staff with leadership responsibilities, three members of the governing body and two representatives of the local authority.
- Inspectors examined a variety of school documents. These included records of current pupils’ progress, self-evaluation documents and improvement plans, reports from the local authority, and behaviour and attendance logs. Inspectors also examined minutes of meetings of the governing body and records relating to safeguarding and the management of staff performance.
- Inspectors took account of questionnaires completed by 26 members of staff, 13 responses to the online questionnaire, Parent View, and responses to the school’s own recent parental survey. They also spoke informally with parents before the start of the school day.

Inspection team

Sean Thornton, Lead inspector

Additional inspector

Elizabeth Jenkins

Additional inspector

Full report

Information about this school

- Little Stoke Primary School is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds. The proportion of pupils from other ethnic groups is increasing.
- The proportion of pupils who speak English as an additional language is average and is increasing.
- The proportion of disadvantaged pupils, almost half of the pupils on roll, is above average. These pupils are supported by the pupil premium, which is additional funding provided for pupils who are known to be eligible for free school meals and those who are in local authority care.
- The proportion of disabled pupils and those with special educational needs is about one in eight. This is below average.
- The proportion of pupils who join or leave the school during the year is well above average.
- The early years provision consists of one full-time Reception class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection there have been many changes in the school's teaching staff and in the membership of the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding so that all pupils make consistently rapid progress by ensuring that all teachers:
 - check pupils' understanding of new learning rigorously to make sure it is thorough
 - provide activities at the right level of challenge for all groups of pupils
 - provide opportunities for pupils to practise and develop their literacy and mathematical skills in other subjects.

Inspection judgements

The leadership and management are good

- The headteacher is committed to ensuring that all pupils make the best possible progress in all aspects of their development. He is supported well in his ambition by all governors, the deputy headteacher and other staff with leadership responsibilities. Since the previous inspection, they have taken strong actions to improve the quality of teaching and pupils' achievement. Together, they are determined to raise standards further.
- The leadership of teaching is good and many changes introduced by the deputy headteacher have had a positive impact. The school's records of teaching are detailed and show a consistent pattern of improvement. A wide range of training is provided for all staff, and staff who are new to the school receive very detailed guidance on meeting the school's high expectations.
- School leaders ensure that pupils' behaviour is good by making sure that the school's systems for managing behaviour are followed by all staff. They provide support for staff when this is needed.
- Subject leaders fulfil their roles well. They support class teachers in frequently checking pupils' achievement and planning appropriate activities to ensure continued progress. For example, the leader for mathematics has guided staff in how to extend pupils' mathematical skills in problem solving.
- The school's views of its strengths and weaknesses are rigorous and very accurate. They provide the school's plans for improvement with clear targets.
- The school's system of managing staff performance is well organised and rigorous. Evidence shows that this system has led to improvements in teaching and achievement. Teachers only get pay rises when their sustained good performance merits them.
- The variety of subjects taught in the school provide a rich and varied experience for pupils. There are opportunities for pupils to work in different ways and to develop their understanding of other subjects, as well as improving their skills in reading, writing and mathematics. Termly topics bring together aspects of many different subjects and are very effective in inspiring pupils' interests and curiosity. The school has successfully introduced a suitable system of assessment to track pupils' progress in the new National Curriculum.
- Provision for pupils' spiritual, moral, social and cultural development is excellent and is at the heart of the school's work. Pupils are encouraged to take responsibility in the school and to support others in the community. There is a wide range of activities that enable pupils to deepen their understanding of other cultures and faiths so that they are well prepared for life in modern Britain.
- School leaders make very good use of the additional funding to support disadvantaged pupils. For example, eligible pupils benefit from additional small-group teaching and one-to-one support, extra learning resources and funding to ensure they can participate fully in all school activities such as class visits.
- The school makes good use of the additional primary physical education and sport funding. Sports coaches are employed to provide weekly after-school and lunchtime sports clubs for pupils. Many of the school's staff have benefited from training in sports coaching. Equipment has been bought and sports tournaments have been organised with other schools. As a result, pupils' levels of sporting skills and fitness have improved.
- All safeguarding requirements are fully met and the school's arrangements for keeping pupils safe are effective. This ensures that all pupils are well cared for.
- The headteacher and the governing body ensure that the school rejects all forms of discrimination and fosters good relationships. They promote equality of opportunity by supporting all groups of pupils to make at least good progress.
- The local authority has provided a very high level of support for the school and this has shown impact in raising standards. This support has included advice on teaching and raising achievement as well as governor training and staff appointments. The school now shares its own good practice on the curriculum and assessment with other local authority schools.
- **The governance of the school:**
 - Since the previous inspection, the membership of the governing body has changed almost completely. A review of governance was carried out, improvements were made and the governing body is now highly effective. Governors carried out a skills audit and they now bring to the school a range of skills that are well matched to the school's needs. The governing body is well informed about all aspects of the school's work. Governors use published information on the school to gain a good grasp of how well the various groups of pupils are progressing compared to all pupils nationally. Discussions with governors and the minutes of their meetings show that governors challenge the headteacher and other school

leaders and that this has led to school improvements. Governors are involved in checking the quality of teaching by visiting the school, holding meetings with subject leaders and receiving reports from the headteacher. They understand the importance of improving teachers' performance and have been involved in dealing with underperformance as well as rewarding good teaching. Governors ensure that finances are managed well, and understand how the additional funding for disadvantaged pupils is spent and how it is helping to improve their achievement. Governors make sure the school's arrangements for safeguarding meet all government requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In almost all lessons pupils concentrate well, showing positive attitudes and a readiness to learn.
- Pupils are well equipped for their lessons and settle quickly to their work. Their cooperation contributes to their progress, but occasionally, when teaching does not engage them, they participate less well. Most books are neat and well kept.
- Pupils understand and support the school's behaviour code and the systems of rewards and sanctions. They report that behaviour is usually good and that any poor behaviour is dealt with quickly and fairly.
- Pupils show courtesy to each other, to staff and to visitors. On the playground pupils play well together.
- Pupils are proud of their school and wear their uniform smartly. Their behaviour as they move round the school is calm and orderly.
- A small number of pupils join the school with behavioural problems. They benefit from individual attention and support so that their behaviour improves markedly as they move through the school. The success of the school's strategies in improving behaviour ensures that exclusions are very rarely used.
- Pupils' strong social and moral development enables them to respect others and understand the consequences of their actions. This contributes to their good behaviour.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in all parts of the school site and that all members of staff look after them and ensure their welfare.
- The variety of subjects support pupils well in learning how to stay safe in different situations. Pupils have a good understanding of e-safety, including how to avoid unsafe websites.
- Pupils understand what constitutes bullying. They say that bullying happens only very rarely and that when it does the school deals with it swiftly. Pupils could not recall any incidents of racism or prejudice-based bullying, and the school's records support this.
- Pupils' attendance has improved and is now average. The school checks attendance closely and is working in partnership with families to raise it further.
- All parents who responded to the Parent View questionnaire or to the school's own parental survey consider that their children are safe and happy at school. Almost all respondents thought that pupils' behaviour was well managed.

The quality of teaching is good

- The quality of teaching in all areas of the school is good and is leading to rising pupil achievement.
- Teachers and teaching assistants know their pupils well and plan carefully to meet their needs and deepen their understanding.
- Pupils enjoy applying a range of skills to different subjects. For example, during the inspection, pupils in Year 2 were studying the Great Fire of London. This work brought together history, art and design, design and technology and creative writing.
- While pupils have some opportunities to develop their literacy and mathematical skills in other subjects, there are not enough of them. The school has correctly identified this as an area for further development.
- Lessons are well planned and start promptly. Teachers show good subject knowledge, have high expectations of their pupils and provide an interesting variety of activities to promote learning.
- Where learning is most effective, teachers ensure all pupils learn quickly and tasks are at the right level of difficulty so that all pupils make at least good progress. Teachers check that pupils have a thorough understanding of new learning before moving to the next part of the lesson. They often use probing

questioning to satisfy themselves of this and are prepared to adapt their plans when needed.

- On the small number of occasions when pupils' progress slows, teachers are not rigorous enough in checking that pupils have understood new learning. They sometimes give pupils work to do that is either too easy or too difficult for them. This means they do not do as well as they could.
- The teaching of reading is good. Pupils read regularly and say they enjoy reading for both pleasure and research. Younger pupils use their knowledge of phonics (the sounds that letters represent) to help them read new words, and most older pupils read with confidence and accuracy.
- Teachers mark pupils' work frequently and provide detailed advice on the next steps needed as well as praising what they have done well. Pupils value this advice and act upon it promptly, which helps them to improve their work.
- Pupils needing extra help, such as those with special educational needs, are given well-targeted support so that they can catch up with their classmates. A small number of pupils spend half of each day in the school's 'learning zone' where teaching is focused on meeting their specific needs.
- The school makes extremely good use of its large outside areas where pupils not only develop their social skills but extend their learning in many subjects.

The achievement of pupils

is good

- Progress in reading, writing and mathematics has improved considerably since 2013. In 2014, pupils made good progress in all three subjects by the end of Year 6 and the school's records indicate that current pupils are making more rapid progress in all Key Stage 2 classes.
- Pupils' attainment by the end of Year 6 is average but is also improving because of effective teaching.
- By the end of Year 2, the large majority of pupils reach the level expected for their age in reading, writing and mathematics. Since several pupils join Year 1 with skill levels lower than expected for their age, this represents good progress. The school's records show that all pupils who are on roll throughout Key Stage 1 make at least good progress.
- The school regularly checks the progress of disabled pupils and those with special educational needs. As a result of good support which meets their needs well, these pupils are making good progress equal to that of their classmates.
- The small number of most able pupils make rapid progress, more than similar pupils nationally. Their attainment at the end of Year 6 is high and is also above that of similar pupils in other schools, particularly in writing.
- Disadvantaged pupils make good progress across the school. Historically, the proportion of disadvantaged pupils has varied between classes. For example, in 2014 three quarters of the Year 6 class were eligible for the pupil premium. In 2014 the attainment of these pupils was about one year behind that of their classmates in reading and mathematics, and two terms behind in writing. However, the gap between their attainment and other pupils nationally was two terms behind in reading and one term behind in mathematics, with no gap in writing. School information shows that the gaps in attainment are closing in other year groups because of the good support that is now in place.
- Pupils from all ethnic backgrounds make good progress because the school ensures that teaching responds to their individual needs.
- Teachers provide very good support for pupils who speak English as an additional language so that these pupils make rapid progress across the school.
- When pupils join the school during the year, their starting points are assessed carefully and teachers ensure that they receive extra support to help them to make good progress.

The early years provision

is good

- The leadership and management of the early years provision are good. Relationships are good between staff and children, and parents are confident that their children are well cared for.
- The school uses information from pre-schools and home visits to plan activities that are appropriate for each child when they join the Reception class. Children settle quickly into routines and behave well, showing a desire to learn.
- Teaching is good so that children learn rapidly. Teachers and well-trained teaching assistants work well together as a team and use frequent assessments to plan activities that meet the needs of all individuals.
- Children benefit from a stimulating learning environment which supports and extends their imagination

and well-being. The outside area is being developed to extend this positive environment further.

- Many children join the school with knowledge and skill levels that are below what are typical for their age. By the end of Reception, all children make good progress from their starting points across all areas of learning so that they are well prepared to move into Year 1.
- A new phonics scheme was introduced in 2014 and the school's records show that this has had a positive impact so that early reading skills are improving rapidly.
- Safeguarding is effective and procedures in place ensure children are safe at all times, whether using the indoor or outside spaces.

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	131699
Local authority	South Gloucestershire
Inspection number	453515

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	The governing body
Chair	Rachel Hazell
Headteacher	Scott Howes
Date of previous school inspection	20–21 February 2013
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