

Stamshaw Infant School

North End Avenue, North End, Portsmouth, PO2 8NW

Inspection dates 3–4 December 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils' attainment is average by the end of Year 2. Pupils make good progress in writing and mathematics, and excellent progress in reading, given their starting points.
- Good teaching over time helps pupils achieve well. Teachers plan lessons that engage pupils in their learning. This, coupled with positive, supportive relationships and effective learning activities, ensures pupils learn well.
- Excellent provision for reading throughout the school ensures a love of books is fostered and effective skills are developed. An effective partnership with parents supports their children's reading development very well.
- Effective, enthusiastic teaching in the early years ensures children make a good start to their education.
- A very effective partnership with parents supports their children's learning very well.
- Regular, careful checks on the progress of all groups of pupils help to ensure that any pupils falling behind are quickly identified and given additional support to help them catch up.
- The school provides a very caring, supportive learning environment where pupils develop confidence in their ability and flourish.
- There is strong provision for pupils' spiritual, moral, social and cultural development. Consequently, pupils feel safe in school, behave well, respect each other and all adults, and are proud of their school.
- The headteacher provides strong, caring leadership. She is effectively supported by senior leaders, managers and governors. Together they have created an effective, whole school team. This has enabled the school to maintain its good provision since the previous inspection.

It is not yet an outstanding school because

- Teaching does not always ensure pupils are clear about what they are expected to learn or set work at a suitable level for them. Additionally, teachers' guidance does not always help pupils improve.
- Pupils do not have enough opportunities to solve problems in mathematics.
- Activities that children in the early years choose for themselves are not always sufficiently well planned to enable staff to help children learn more rapidly.
- Senior leaders are not always thorough enough in setting clear and measurable targets for whole-school and teacher improvement.

Information about this inspection

- The inspectors observed 23 lessons or part lessons, of which two were joint observations with senior staff.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and four other governors, the headteacher and other senior staff. Additionally, a telephone conversation was held with a local authority officer.
- The inspectors took account of the 57 responses to the online Parent View survey. They also spoke to several parents when they brought their children to school. The inspectors took account of the 39 staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and checks on the quality of teaching and assessment, the new curriculum, records relating to behaviour and attendance, the sports premium action plan and documents relating to safeguarding.
- The inspectors listened to pupils read in Reception and Year 2.

Inspection team

Janet Sinclair, Lead inspector	Additional Inspector
Jacqueline Good	Additional Inspector
Keith Homewood	Additional Inspector

Full report

Information about this school

- Stamshaw Infant is an average-sized school.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils in the care of the local authority or known to be eligible for free school meals) is above average.
- There is a below average proportion of pupils from minority ethnic groups. The proportion of pupils who speak English as an additional language is also below average. A few of these pupils are at an early stage of learning English.
- Pupils attend the Reception classes full time.
- The school is a registered National Professional Qualification for Headship Leadership and Development School. Senior staff regularly help a local teaching college through monitoring student teachers.

What does the school need to do to improve further?

- Raise teaching and pupils' achievement to outstanding levels by:
 - ensuring that pupils are always clear about what they are expected to learn in lessons and work is set at a suitable level for them
 - ensuring pupils are consistently given clear guidance on how to improve their work
 - increasing opportunities for pupils to use their mathematical skills through practical problem solving
 - ensuring that staff in the early years plan the activities for children to choose more thoroughly so that adults working with them can stretch their learning more effectively
 - ensuring leaders target areas for improvement more precisely to raise the school's effectiveness still more.

Inspection judgements

The leadership and management are good

- The headteacher and senior leaders have a clear vision to provide a good quality education for the pupils in their care. They have ensured that the good level of provision since the last inspection has been maintained. Pupils' progress in reading has improved and is now excellent. There is a strong, supportive staff team, pupils behave well and good teaching ensures that pupils learn effectively. This indicates that there is capacity for further improvement.
- Middle leaders are developing their roles well, despite some being new to the school. They are passionate about their work and are fully aware of their successes and what they need to do to improve further. Their good level of expertise enables them to support their colleagues well.
- The school's self-evaluation is clear and accurate. The school development plan covers the whole spectrum of the school's work. However, key areas for improvement are not always specific enough to be measured. This lessens its effectiveness.
- Senior staff regularly check the quality of teaching and learning, which includes work sampling, short visits to classrooms, teachers' planning and detailed lesson observations. These checks ensure that the headteacher and senior staff know what needs to be done to improve teaching. However, their observations and pointers for improvement sometimes lack clarity on key improvement areas.
- Senior leaders provide effective support to their colleagues within the local authority and a local teaching college.
- Effective systems to check pupils' progress ensure that the school knows how well all of its pupils are doing. Regular checks on the progress of each class group help the school to identify pupils who are not doing well enough and ensure they get the help they need to catch up. This helps the school to close the gaps in the performance of different groups and ensure that the school is promoting equality of opportunity and tackling discrimination effectively.
- The school has a well-established process for setting targets for staff which are appropriate to their level of responsibility and linked to pupils' progress. Teachers are fully held to account for how well their pupils achieve through regular pupil progress meetings. Staff training is appropriate and leaders are extended and developed. Staff say they are pleased with the high level of support they receive from senior staff and the opportunities provided for further professional development.
- Classroom activities encourage a thirst for knowledge and a love of learning. Careful consideration has been given to developing themes that interest pupils. Boys particularly enjoy topics such as 'Robots' and 'Superheroes'. Pupils' progression through the English and mathematics activities is well planned. Good use is made of visits, for example a visit to the Spinnaker Tower, and events such as 'Enterprise Week' and the 'Balloon Launch' enhance the provision. The school prepares pupils well for life in modern Britain through its promotion of tolerance and respect.
- The school promotes pupils' spiritual, moral, social and cultural development very well. Pupils have opportunities to reflect on historical events. For example, pupils made their own cascading poppy display after learning about the First World War and the display at the Tower of London. They enjoy the opportunities they have to share their many and varied achievements in assemblies, for example, celebrating good manners and kindness. They willingly accept responsibility, are clear about right and wrong and, from the outset, learn to resolve differences. They enjoy the opportunities provided to find out about different cultures. For example, when they created their own Indian restaurant, decorated it with Rangoli patterns, tie-dyed materials and ate curry.
- The school makes good use of additional funding to ensure these pupils participate fully in school life and make good progress.
- The school uses the primary sport funding to provide specialist coaches to teach skills such as tennis, and provide training for staff. The school also belongs to a school sports partnership so ensuring pupils can take part in gymnastic competitions and football tournaments. Swimming lessons are planned for Year 2 pupils next term. These initiatives are aimed at ensuring that the impact of the funding can be sustained.
- There are strong links with parents, who are very happy with the school and all that it provides. They are particularly pleased with the high level of support given when their children are experiencing learning difficulties. They appreciate the opportunities to be involved in their children's learning through, for example, home reading, phonics and number work.
- The school receives low-level support from a local authority representative. However, this has been used by the authority to help the school to identify areas for further development such as intervening in children's learning earlier to maximise impact and developing senior leaders through encouraging their wider professional support for their colleagues within the local authority.

■ The school ensures all current safeguarding requirements are fully met.

■ **The governance of the school:**

- Governors, some of whom are fairly new, are developing their roles well. They fulfil their statutory duties effectively and make sure that all safeguarding training, policies and procedures are in place. They are very supportive of the school and fully involved through, for example, their newsletter to parents, attendance at induction meetings and regular class visits. Governors also provide a good level of challenge to the school through, for example, their questioning of the headteacher’s report to them. Governors know that teaching and learning are good because the headteacher regularly up-dates them through her termly reports. The bursar ensures that governors are kept well informed of the state of the school’s finances, including the pupil premium and how it is spent. Governors know how well pupils in the school are doing because they carefully review the information on pupils’ progress. All governors undertake appropriate training to develop their knowledge and skills. They set targets for the management of the headteacher’s performance. They have a clear understanding of the process in place for all staff such as rewarding good teaching or, if necessary, dealing with underperformance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils typically behave well in lessons and around the school. They know the sanctions that apply if they misbehave, but pupils say this rarely happens.
- The school has clear policies and procedures to promote good behaviour. Pupils’ behaviour is well managed through the school’s emphasis on how to behave well and the development of effective social skills.
- Pupils have good attitudes to learning and enjoy their lessons. They have good relationships with all adults and each other. This was clearly seen in interviews with inspectors and during discussions with each other in lessons. Occasionally, when lessons do not engage them enough they lose interest and become restless.
- Pupils enjoy being school councillors. They are pleased that they were elected to the role and that they support and help others in the school.
- Pupils know what bullying is and say that it rarely happens. There are few recorded incidents of bullying, racism or unacceptable behaviour. However, when they do occur, they are checked carefully and clear actions put in place.
- The school has worked hard to improve attendance, which is now good. Pupils are punctual and enjoy school. They particularly enjoy the fact that their parents come into school with them every morning so they can see what they have been doing.
- Pupils enjoy lunchtimes, which are well organised and provide them with a healthy lunch. Pupils who have packed lunches socialise well in the classroom set aside for them.

Safety

- The school’s work to keep pupils safe and secure is good.
- The school provides a safe environment for its pupils. All policies and procedures are in place and regularly reviewed.
- Pupils learn about how to stay safe through, for example, fire-, water- and road-safety instruction. They are taught about e-safety in computer technology lessons.
- Pupils say that they feel safe in school and know that adults will help them if they need it.
- The school takes extremely good care of its disadvantaged pupils. Comprehensive assessments take place and good use is made of support from external agencies, where needed. This ensures children and their families get the help they need. Additionally, there are social skills and health and well-being groups that ensure they get personal and emotional support, if necessary.
- Parents who responded to the online Parent View, and all of those spoken to during the inspection, agreed that the school keeps their children safe.

The quality of teaching is good

- Good teaching over time has enabled pupils across the school to make good progress. This is evident from work in pupils’ books, which is of a consistently good quality across the year groups.
- Teaching ensures that nearly all lesson activities are well organised and interesting, helping pupils to

engage with and enjoy their learning.

- Teaching ensures pupils understand words such as 'connectives', 'adjectives' and 'onomatopoeia'. In an early years class, children were confidently using the vocabulary of shape such as 'pyramid', 'face' and 'cube'.
- Teaching ensures that pupils' previous learning helps work to be set at the right level for them. This is also very effectively used in supporting disadvantaged pupils.
- Staff make good use of computer technology. For example, in Year 1, pupils learned to make a video and write a set of instructions. As a result of effective learning, they were able to evaluate their video, particularly the importance of the cameraman keeping the subject in view.
- Teaching assistants contribute well to pupils' learning, particularly the learning of disabled pupils, those with special educational needs and those at an early stage of learning English. In one lesson, a teaching assistant was observed successfully developing the vocabulary of a small group of pupils. Pupils at an early stage of learning English also benefit from effective individual support.
- Teaching ensures pupils usually enjoy their lessons. For example, in a mathematics lesson, pupils were keen to share what they knew and understood about their number work and were given good opportunities to explain their methods.
- There is good use of guided reading sessions to help pupils improve their reading and comprehension. Pupils who read to inspectors effectively used a range of skills, including phonics (letters and sounds), prediction and the use of picture clues to work out unfamiliar words and phrases. Pupils said they were proud of their star charts that are rewards for completing reading tasks.
- Although teaching sets out what pupils should learn in lessons, it is not always clear enough for them to understand or always at a suitable level for all pupils. This slows their overall progress.
- Pupils' work is marked carefully. However, teaching does not always ensure that pupils have clear guidance to move learning forward, or give pupils time to act on their guidance. As a result, pupils are not always clear about how well they have done and what they need to do to improve their work.
- Homework is used particularly well to reinforce reading – an activity that all pupils thoroughly enjoy. There is also regular mathematics homework.

The achievement of pupils is good

- From their starting points, children make good progress in writing and mathematics and excellent progress in reading throughout the school.
- Pupils' attainment at the end of Year 2 in 2014 was at nationally expected levels in reading, writing and mathematics. There were a very high number of disadvantaged pupils in this year group and this caused a dip in a previously upward trend in pupils' attainment. The school prepares pupils well for the next stage of their education.
- Pupils mainly make good, and sometimes very good, progress across the school. Writing has been the weakest area and the school has worked hard to bring about improvement. There is now a greater emphasis on spelling, punctuation and grammar, and writing across subjects. There are higher expectations for more able writers.
- Disabled pupils and those with special educational needs are well supported and this helps them to make good progress towards their learning goals. Good involvement of their parents and a high level of pastoral care through, for example, nurture time in the Rainbow Room, ensure they achieve well both academically and personally.
- The few pupils at the early stages of learning English receive specific support to develop their vocabulary. This helps their language skills improve quickly.
- Pupils from minority ethnic backgrounds make similar progress to other pupils in the school.
- More able pupils benefit from challenging work tailored to their needs. For example, in an English lesson, pupils were challenged to select more effective, interesting language, such as 'scorching' or 'blazing' instead of 'hot'.
- Effective systems to track pupils' progress ensure that the school knows how well all of its pupils are doing. They effectively identify pupils who are not doing well enough and make sure they get the help they need to catch up.
- Pupils in Year 2 who are supported by additional funding attain similarly to other pupils nationally in reading and mathematics and are one term behind in writing. They are over two terms behind in reading, writing and mathematics compared with other pupils at the school. However, their progress across the school is good.

- Pupils' performance in the Year 1 phonics check is improving and was at the nationally expected level in 2014. There is a good emphasis on the teaching of phonics across the school, enabling pupils to make good progress.
- There is a strong emphasis on reading in the school. Parents are fully involved from the outset. There is an 'Owl' reading club for children and their parents and a 'Magic Markers' reading club for boys to encourage a love of reading. There are also regular, effective guided reading sessions, and an exciting range of books. Additionally, medals are given out in assembly for regular reading at home. This helps pupils to achieve extremely well.
- There is a good emphasis on the full range of mathematical activity and consequently pupils achieve well. However, pupils do not get enough opportunities to investigate or solve mathematical problems. This sometimes limits their ability to use their mathematical knowledge in a variety of ways.
- Pupils have good opportunities to write across all subjects, including history and religious education, and the work in their books is well presented.

The early years provision

is good

- Children in early years achieve well, and sometimes very well, given their starting points. Although they achieve well and are ready to start in Year 1, they do not always reach the nationally expected levels across the areas of learning. This is largely because of their weak communication and number skills when they start.
- All groups of children are supported well to ensure that they make similarly good progress. Careful checks on how well they are doing and an analysis of trends make sure that any issues are identified quickly. For example, much has been put in place to improve children's ability to manipulate small objects.
- The good teaching of phonics helps to develop children's reading and writing skills well. They enjoy practical activities such as drawing letters in a tray of glitter or writing letters to Santa.
- The excellent focus on reading starts here. There is regular high quality guided reading, strong engagement of parents in reading with their children and reading clubs. In a very effective guided reading session that children thoroughly enjoyed, they developed a strong awareness of how books work including recognising the author and title and using the illustrations to predict what the story was about.
- Strong, caring and supportive relationships ensure children feel safe, behave well and enjoy their learning.
- Although children can choose different activities, outside or inside, they are not always planned well enough to ensure staff can easily use them to enhance their learning further. This sometimes slows children's progress.
- Safeguarding and child protection policies and procedures are fully in place.
- There are extremely good links with parents through, for example, induction, phonics drop-in sessions, advice on reading with their children and contributing to their children's learning journals. Additionally, parents spend time with their children in the classroom at the start of the school day. All of which fosters a strong sense of partnership between school and home.
- The early years is effectively and enthusiastically led and managed. The leader has ensured a well-motivated staff team who are equally keen to provide high quality care and safety for the children.

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	116211
Local authority	Portsmouth
Inspection number	443784

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

Type of school	Infant
School category	Maintained
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The governing body
Chair	Sherri Bailey
Headteacher	Jo Cooper
Date of previous school inspection	9–10 June 2011
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