

Inspection of a good school: Stockbridge Primary & Pre-School

Old London Road, Stockbridge, Hampshire SO20 6EJ

Inspection dates:

12 and 13 September 2023

Outcome

Stockbridge Primary & Pre-School continues to be a good school.

What is it like to attend this school?

Pupils are proud to be part of this inspirational school. There is a shared desire for all members of the school community to do the best that they can. Children in the early years make rapid progress in the curriculum and this builds a strong foundation for learning. The wide range of educational trips, visitors and residential stays prepare pupils well for their next stage of education. The school places children's 'real-life' experiences at the heart of the curriculum. For example, pupils learned about the Mars Rover from a visiting scientist. Pupils feel safe. They attend regularly and are happy to be at school.

Pupils value their roles and responsibilities, such as being buddies and mentors. Older pupils learn how to care for and support younger children at the school. They know and live the school's values, and act as role models for each other both in the classroom and on the playground. Pupils love to take part in the many clubs and activities. They enjoy art and music events and regularly play competitive sports against other schools. One pupil said, 'I am so lucky because this school has everything!'

What does the school do well and what does it need to do better?

The school is ambitious for all pupils. Pupils with special educational needs and/or disabilities get the help that they need quickly. Where necessary, staff work closely with outside agencies, such as speech and language specialists and educational psychologists. This helps to remove any barriers to pupils' learning. Leaders strive to offer a rich curriculum that goes beyond the academic. They ensure that all pupils can experience all that the school offers, particularly pupils from disadvantaged backgrounds. In music, for example, all pupils can learn an instrument and play together as part of a performance.

The school prioritises learning to read and developing a love of reading. Staff teach phonics and early reading with a determination to unlock the wider curriculum for all pupils. In phonics, pupils read books that are matched to the sounds that they are learning. Staff check pupils' errors and misconceptions and use them to adjust and plan their next lessons. If pupils fall behind, they get the support that they need to catch up

quickly. Throughout the curriculum, staff share thoughtful, engaging books that celebrate both traditional tales and a range of diverse, modern authors. This helps all pupils learn to read well and to make links between subjects in the curriculum.

Staff have secure subject knowledge. The school provides training opportunities which make good use of expertise within and outside of the school, working closely with the local authority. The school has developed the curriculum well, and pupil outcomes are generally high. Pupils share their learning confidently, for example in art, when talking about line, tone, hatching and cross-hatching. However, in a small number of foundation subjects, there is ongoing work to make sure that teachers are clear about what they want pupils to know and remember.

The school develops pupils' talents and interests in an exemplary way. Clubs such as forest school, art and chess are popular and well appreciated. Pupils learn about a range of different faiths and beliefs. They learn to respect and value different cultures. Pupils respond well to thoughtful opportunities to learn about faiths such as Christianity, Hinduism and Judaism, and carry out visits to different places of worship. Pupils take on roles such as being a librarian or information technology technician. They enjoy the 'Garden Gang', where pupils grow crops in a polytunnel then harvest, cook and eat them. These experiences help pupils to feel fully involved in the life of the school. Behaviour is positive. Children in pre-school learn and develop positive relationships quickly. Pupils talk about 'The Stockbridge Standard' and how they want to contribute to their school community. Pupils are well prepared for secondary school and life in modern Britain.

The school has a positive team approach that is known and valued across the community. Leaders are mindful of the workload and well-being of all staff, and make sure staff are able to focus their efforts in the classroom. Governors know the school well. Staff are extremely proud to work at the school. One member of staff shared the views of many, saying: 'We are all one team. It is like a family.' Parents are highly supportive, with several commenting that they feel very lucky to be part of the school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school is still identifying the precise knowledge and vocabulary that pupils should learn, and reviewing how this should be implemented. This means that, in these subjects, some pupils do not develop the depth of learning that they could. The school should ensure that clear, cumulative knowledge is in place for all curriculum subjects and that this is securely embedded across the whole school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115949
Local authority	Hampshire
Inspection number	10269083
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair of governing body	Catherine Williamson
Headteacher	Emma Jefferies
Website	www.stockbridgeprimary.co.uk
Date of previous inspection	21 February 2018, under section 8 of the Education Act 2005

Information about this school

- There have been staffing changes in recent years.
- The school has nursery provision in the on-site pre-school. There are currently 18 children aged between two and four years old attending.
- The school does not currently make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, staff and four members of the governing body, including the chair of governors. The inspector also met with a representative from the local authority and other leaders within the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector reviewed the arrangements for safeguarding by scrutinising safeguarding records, by interviewing staff and through discussions with pupils.
- The inspector considered the views of parents shared through Ofsted Parent View. He gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspector reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Carl McCarthy, lead inspector

His Majesty's Inspector

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