

# Inspection of a good school: South Stoke Primary School

The Street, South Stoke, Oxfordshire RG8 0JS

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Inspection date:

17 May 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## **What is it like to attend this school?**

Pupils love coming to this small but happy school. They know that adults care about them. Pupils know that if they have a problem, however small, an adult will help them. They are polite and respectful to each other and the adults. Pupils behave well in lessons and say that their learning is not interrupted by poor behaviour. They enjoy playing with their friends at playtime, especially when they make up games together. Adults quickly notice and deal with any incidents of poor behaviour, such as bullying.

Pupils enjoy the different events the school organises. These include: coming into school in their pyjamas, with their favourite bedtime story, on World Book Day; a whole school trip to the wild life park; or taking part in the local village fair. As one pupil said, 'We are such a small school, it feels like we are a family.'

All leaders are ambitious for pupils, including those pupils with special educational needs and/or disabilities (SEND). They want pupils to be curious and eager to continue their learning journey in every subject. However, leaders have not designed the curriculum in all subjects as well as they have in reading and mathematics.

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

Reading is central to all learning and is a high priority. By the time they leave, most pupils read well. Pupils love to listen to adults reading to them. Teachers are working hard to encourage pupils to have a passion for reading independently. Staff are well trained in the newly introduced phonics programme. They know the sequence of learning and constantly check pupils' phonics knowledge. Children start learning their sounds as soon as they start in the Reception Year. Teachers have high expectations for pupils in reading.

This includes pupils with SEND. Support is in place to help them catch up if they fall behind and, as a result, pupils with SEND do well.

Pupils enjoy learning mathematics. As one pupil said, 'I like it because you can use methods you already know to solve new problems.' A new scheme for mathematics has been introduced and this is enabling teachers to sequence pupils' learning and know the end points for each year group. They check routinely to ensure that all pupils understand the learning before moving on, including pupils with SEND. Leaders know that there is still work that needs to be done to make sure that the mathematical learning for children in the Reception Year is as well sequenced as the rest of the school.

In the other curriculum subjects, it is not clear what pupils need to know and remember, including those children in the early years. The learning journey in these subjects does not set out what each year group should learn. There are no clear systems in place to check what pupils know. Older pupils talk about the activities they do and do not make connections with previous learning. Younger pupils are unsure what subject they are learning and do not recognise the knowledge and skills they need to move their learning on.

Leaders know the pupils and their families well. As soon as a pupil joins the school, there are systems in place to assess and identify any particular needs. Teachers carefully plan to ensure that support is in place for pupils with SEND. As a result, they make strong progress, particularly in reading and mathematics.

Staff work hard to offer a variety of opportunities to enable pupils to develop beyond the academic. Pupils in Year 6 have the opportunity to organise the school fete and go on a residential trip. They enjoy the after-school clubs such as dodgeball and creative club.

Pupils feel safe in school because everyone is kind and friendly. However, pupils are not able to talk confidently about British values such as democracy, even though they have an elected school council. Pupils have little knowledge of other cultures and faiths and the diverse world they live in. Leaders know that they need to review the teaching of personal, social and health education in order to prepare pupils to become well-rounded citizens.

Governors are ambitious for the school and know the school's priorities for improvement. They support and challenge leaders effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that there is a strong culture of safeguarding. Staff are well trained and have regular updates. They know the procedures to follow if they have a worry or concern about a pupil. The designated safeguarding lead follows up any concerns immediately. Leaders work closely with families and external agencies to ensure that the right support is put in place.

Older pupils are able to talk confidently about 'stranger danger' risks. However, pupils are not able to explain the other risks they need to be aware of, for example online safety.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The curriculum is not sequenced to identify clearly what pupils need to know and remember in science and the foundation subjects. This means that pupils are not necessarily building on their prior learning which is slowing their progress. Leaders need to make sure that they design the curriculum to help pupils to know more and remember more as they progress through the 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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	123039
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10227834
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	38
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ivo Lasan
<b>Headteacher</b>	Amanda Rogers
<b>Website</b>	<a href="http://www.southstokeschool.org">www.southstokeschool.org</a>
<b>Date of previous inspection</b>	28 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and curriculum leaders. They also spoke with two governors, including the chair of governors, and spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, science and mathematics. For each deep dive, inspectors 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.
- To review safeguarding procedures, inspectors met with the designated safeguarding lead, spoke to teachers and reviewed records.

- The headteacher and inspectors sampled a range of topic books from all year groups.
- The views of parents, staff and pupils were considered through Ofsted's online surveys.

### **Inspection team**

Becky Greenhalgh, lead inspector                      Ofsted Inspector

Deirdre Crutchley    Ofsted Inspector

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