

Inspection of a good school: Stoneydelph Primary School

Crowden Road, Wilnecote, Tamworth, Staffordshire B77 4LS

Inspection dates:

12 and 13 October 2022

Outcome

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

What is it like to attend this school?

Pupils are happy and feel safe at Stoneydelph Primary School. Leaders want the best for each pupil. Pupils enjoy coming to school. Incidents of bullying are rare. Pupils are confident that staff will resolve any concerns or issues they raise.

Pupils enjoy reading. This is because leaders ensure that reading is well taught. Parents and carers are positive about the quality of education their children receive. However, some weaknesses in teaching the planned curriculum mean that pupils do not achieve as well as they should.

Wider opportunities, such as trips and visits, allow children to broaden their interests and experiences. For example, pupils visit Tutbury Castle to deepen their knowledge of the life of King Henry VIII. They enjoy attending the range of clubs on offer, including athletics, football and cross-country. Leaders have provided the opportunity for additional on-site swimming, which has enabled all pupils to learn to swim. Pupils are rightly proud of their swimming achievements.

Leaders have high expectations of pupils' behaviour. Pupils are polite, behave well in lessons and focus on their learning. At social times, pupils play well together and are kind to each other.

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

Leaders have designed an ambitious curriculum. They have identified the knowledge and vocabulary that pupils need to know and remember in each subject. Where teachers have strong subject knowledge, they plan next steps carefully to meet pupils' needs, based on what pupils know and can do already. Teachers revisit previous learning to help pupils remember things that they have learned before.

However, some teachers do not have the subject knowledge they need to teach their subjects well, particularly in mathematics. Where teachers' subject knowledge is not secure, expectations of what pupils can achieve are not high enough and misconceptions are not addressed consistently well. This means that children do not make the progress they should.

Leaders make sure staff are well trained to identify pupils' individual needs. However, learning is not sufficiently well adapted to meet the needs of pupils with special educational needs and/or disabilities (SEND). This means that some pupils do not get the help and support they need to achieve well. In addition, some pupils with SEND do not attend school as regularly as they should. This further hampers their ability to achieve successfully.

The youngest children settle quickly into school routines. They learn to care for themselves and others. Adults support children well to develop positive attitudes to learning. Parents are involved in their children's education from the start. This helps staff to carefully plan learning based upon what children already know and can do. There is a strong focus on early language and communication skills. Teachers model these extremely well.

Leaders prioritise reading. Staff know what to teach and how to teach it. As a result, phonics is well taught. Pupils read regularly to adults in school. They regularly practise using sounds they know when reading. This is because the books they read are carefully matched to the sounds they are learning. Leaders have ensured that teachers have a broad range of books and resources to teach reading well. For example, older pupils learn about the partition of India when reading 'The Peacock Garden'. Younger pupils enjoy the class novel 'Stig of the Dump'.

Pupils develop their talents and interests through clubs and a range of sports activities. For example, Year 6 pupils practise towards their life-saving awards in swimming. Opportunities to learn about other cultures and religions help pupils to recognise and respect others' differences. They learn about festivals and celebrations, including Sukkot, Hanukkah, Diwali and Guy Fawkes Night. Pupils develop an understanding of democracy by participating in voting for the school council and house captains. The school rules help pupils to understand right and wrong, as well as how to keep themselves and others safe. This helps to prepare pupils for life in modern Britain.

Leaders have not ensured that subject leaders check the implementation of the intended curriculum well enough. Consequently, they do not know how well all pupils are learning the curriculum. Staff are positive about the support they receive from leaders to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise their role in keeping children safe. They make sure that staff attend regular safeguarding training. This helps staff to identify when pupils might be at risk from harm. Staff report concerns swiftly, including child-on-child abuse. Pupils learn about safety in the local community, including water safety, cycling safely and online safety.

Leaders know their families and the community well. They work in partnership with outside agencies to secure the right help for pupils who need it.

Leaders ensure the necessary safeguarding checks are undertaken before staff start working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not have the strong subject knowledge necessary to teach their subjects well and address pupils' misconceptions. As a result, pupils do not move forward in their learning as well as they should. Leaders should support subject leaders to ensure that staff have the training they need to develop their subject expertise to deliver the planned curriculum effectively.
- Pupils with SEND do not get the help and support they need to achieve well because learning is not adapted effectively to meet their needs. Consequently, pupils do not achieve as well as they should. Leaders should review current provision for SEND and ensure that all teachers are well equipped to adapt learning sufficiently well to meet the needs of pupils with SEND.
- Some pupils are not learning the curriculum well enough. Leaders have not identified the reason for this as they have not supported subject leaders to check the impact of teaching well enough. Leaders need to make sure that the implementation of the curriculum is checked so they have a clear understanding of what needs to be improved.
- Some pupils with SEND do not attend school regularly. This is having a negative impact on their learning. Leaders should promote the good attendance of all pupils with SEND.

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 first ungraded inspection since we judged the predecessor school, Stoneydelph Primary School, to be good in November 2017.

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](#)' 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

Unique reference number	145834
Local authority	Staffordshire
Inspection number	10241481
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	Board of trustees
Chair of trust	Simon Atkins
Headteacher	Esther Parsons
Website	www.stoneydelph.staffs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Leaders make provision for two-year-olds.
- The school makes use of one unregistered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in mathematics, physical education and reading. These included visiting lessons, looking at pupils' work, examining curriculum guidance and talking with pupils and staff. The inspector also looked at work from a sample of other subjects. The inspector also discussed the curriculum with subject leaders.
- The inspector listened to pupils read and reviewed reading resources.
- The inspector looked at a range of documentation on the school's website.

- The inspector reviewed the school’s safeguarding arrangements. This included examining the record of employment checks on school staff, scrutinising policy documents and meeting with the designated safeguarding lead.
- The inspector observed pupils’ behaviour in lessons and at other times during the day.
- During the inspection, the inspector had formal meetings with the headteacher, the assistant headteachers, subject leaders, the acting special educational needs and disabilities coordinator, the designated safeguarding lead, representatives of the governing body and the trust.
- The inspector took account of responses to the online survey, Ofsted Parent View, the pupils’ survey and the staff survey.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

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