

# Stratford-Upon-Avon Primary School

Broad Street, Stratford-upon-Avon, Warwickshire, CV37 6HN

## Inspection dates

4–5 December 2018

|  |                          |
|--|--------------------------|
| <b>Overall effectiveness</b>                 | <b>Outstanding</b>       |
| Effectiveness of leadership and management   | <b>Outstanding</b>       |
| Quality of teaching, learning and assessment | <b>Outstanding</b>       |
| Personal development, behaviour and welfare  | <b>Outstanding</b>       |
| Outcomes for pupils                          | <b>Outstanding</b>       |
| Early years provision                        | <b>Good</b>              |
| Overall effectiveness at previous inspection | Not previously inspected |

## Summary of key findings for parents and pupils

### This is an outstanding school

- The school leadership has improved teaching, raised standards and established a stimulating curriculum. Leaders ensure that a strong culture of safeguarding permeates all aspects of school life.
- Governors and trustees have been highly effective in providing challenge and support for the school.
- Leaders and staff have extremely high expectations of what pupils can and should achieve. Pupils across the school achieve excellent standards.
- In 2018, 98% of Year 6 pupils attained the expected standard in reading, writing and mathematics. In mathematics, although pupils' attainment is high, pupils could make even better progress with an increased focus on problem-solving and reasoning.
- Pupils' progress in phonics (letters and the sounds they represent) is excellent. The proportion of pupils who reach the expected standard in the Year 1 phonics screening check has been consistently above average for the last two years.
- The attainment of pupils at the end of key stage 1 is well above average in reading, writing, mathematics and science. Outcomes in reading are particularly strong.
- The curriculum is broad, balanced and exciting. It is expertly planned to allow pupils to deepen their knowledge, vocabulary and understanding.
- The quality of teaching is exemplary. Teachers' subject knowledge is excellent; they use this to engage and inspire pupils.
- Teachers use incisive questions to promote excellent learning and progress. Across the school, teaching consistently meets pupils' needs.
- Pupils' spiritual, moral, social and cultural understanding is expertly developed through a range of visits, visitors and planned experiences.
- Pupils' behaviour and attitudes to learning are exemplary. Relationships between staff and pupils are excellent.
- The quality of teaching in the early years is good. Children develop their academic, social and physical skills well. Leaders recognise the need for children to have further opportunities to follow their own interests and to make full use of the outdoor learning environment.
- Pupils with special educational needs and/or disabilities (SEND) are extremely well supported.

## Full report

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

- Ensure that teaching builds on the successful mathematics curriculum by providing more opportunities to develop pupils' problem-solving and reasoning capabilities.
- Strengthen the quality of early years provision, by:
  - extending opportunities for children to explore and initiate their own learning
  - developing the quality of resources and making better use of available space in the school's outdoor learning area.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- School leaders' drive and ambition have created a culture of high expectations and aspirations.
- Leaders and governors know their school extremely well. Consequently, the school now provides an outstanding quality of education.
- Leaders' frequent monitoring of teaching ensures that it is consistently excellent. Leaders ensure that all groups of pupils receive appropriate challenge and support to excel. Staff are passionate about learning and teaching. All members of staff, including teaching assistants, are involved in evaluating the quality and impact of teaching and learning. There is constant professional dialogue about how to improve pupils' learning.
- Leaders' systems to track pupils' progress and attainment are robust and meticulous.
- Staff are proud to work at the school and their morale is high. They are ambitious for every pupil and work hard to ensure planned activities meet different needs and interests. Their enthusiasm and excitement permeate all aspects of pupils' learning.
- Teachers' ongoing training is well structured. Leaders ensure that the most appropriate training is matched to teachers' and teaching assistants' needs and supports the school's improvement plans. Effective professional development in mathematics, for example, has resulted in significant improvements in the quality of teaching in this subject in key stage 1.
- Relationships across the school are very strong. Pupils value the teaching that they receive. Staff, in turn, greatly appreciate the support and guidance that they are given by leaders, governors and the trust.
- The curriculum is broad, balanced, exciting and creative. Outdoor education, visits, visitors and extra-curricular provision all enrich pupils' experiences and enable them to deepen their knowledge and understanding. The curriculum ensures that pupils make rapid and sustained progress, both academically and in their personal development.
- The primary physical education and sport funding is used extremely well. Pupils take part in a wide range of sporting activities, both during and after the school day.
- Leaders make highly effective use of the pupil premium funding to support disadvantaged pupils' progress. As a consequence, these pupils make very good progress.
- Pupils' spiritual, moral, social and cultural development is excellent. Leaders invest heavily to ensure that pupils have a plethora of opportunities to learn about different cultures. For example, a professional chef regularly visits the school to teach pupils international cookery and make recipes from a range of cultures.

## Governance of the school

- Governors are extremely proud of their school. They, alongside the headteacher and other leaders, have helped to create the strong ethos and vision for the school and community. Governors are ambitious for all pupils in their school.
- Governors have a clear understanding of the strengths and weaknesses of the school. Since the previous inspection, governors, alongside senior leaders, have ensured rapid and sustained improvements in the standards that pupils achieve across school.
- Members of the governing body are knowledgeable and bring their professional expertise to their roles. Governors seek out additional opportunities to strengthen their practice through additional training opportunities.
- Governors and trustees ensure that performance management procedures are robust.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that a strong culture of safeguarding permeates all aspects of school life. When any changes are needed to strengthen procedures and practice, these are implemented immediately.
- All staff are fully aware of the school's safeguarding procedures. Each staff meeting begins with a review of safeguarding arrangements, and these meetings are an opportunity for staff to contribute to policies and practices. When an issue comes to light, staff use the school's referral system quickly and efficiently. All staff and governors receive appropriate and regular training.
- Appropriate computer filtering systems are in place. The local authority's systems ensure that unsuitable content is blocked. The school has a very comprehensive online safety policy and updates parents regularly about safeguarding through its newsletters.

## Quality of teaching, learning and assessment

## Outstanding

- Expectations of what pupils can and should achieve are extremely high. As a result of excellent teaching, pupils achieve exceptionally well across a wide range of subjects.
- Teachers' subject knowledge is excellent. They use this to both inspire and motivate pupils in their learning. Pupils explore a wide range of subjects in great depth.
- Leaders commit to offering pupils practical experiences at every opportunity, for example by conducting experiments in science, such as the process of extracting DNA from strawberries. Pupils have regular opportunities to explore local places of historic interest and make links with Stratford-Upon-Avon theatres. Through carefully planned visits and visitors, the curriculum is enriched well and brought to life.
- Teachers plan effectively for pupils with different abilities in their classes. Those pupils who require additional help make strong progress because they receive appropriate support and specialised resources. The most able pupils are frequently challenged to master the concepts being studied, but just occasionally they could move onto these challenges sooner.

- Teachers know their pupils exceptionally well. No learning time is wasted. Teachers regularly make imaginative use of first-rate texts, such as First World War poems, to enrich pupils' learning and deepen their knowledge, vocabulary and understanding.
- Teaching assistants make a very valuable contribution to pupils' learning. They ably lead sessions with a range of pupils and provide keep-up and catch-up 'surgeries' after lessons. This provision ensures that pupils who have been absent, or who experience difficulties in lessons, are given additional support. As a result, potential gaps in learning are quickly addressed.
- There are clear routines in lessons and pupils know exactly what is expected of them. Pupils' attitudes to learning are exemplary. Teachers use effective questioning to check pupils' understanding and pupils act promptly on their teachers' insightful feedback.
- Parents are strongly encouraged to be involved in all aspects of their children's development. During a Year 4 topic-sharing assembly, for example, parents were asked to participate in a drama activity. A practical task was also available to complete after the performance. These experiences support pupils' spiritual, moral, social and cultural development as they deepen pupils' understanding of the world. The sharing assemblies that pupils create are fun, relevant and stimulating. They enable parents and visitors to have a clear overview of what pupils are learning.
- Reading, writing and oral communication are taught extremely well. Teachers extend pupils' skills across the curriculum and instil a love of reading. During the inspection, for instance, Year 2 pupils showed confidence when reading aloud and read with good intonation. Texts are well matched to pupils' reading abilities and interests.
- The teaching of mathematics is effective because pupils develop strong basic skills. However, pupils' problem-solving and reasoning skills are not developed as well as they could be.
- Parents are extremely well informed about the progress that their children make. Almost without exception, parents are unreservedly positive about the school's work to ensure that they are fully involved in their children's education. Every parent who responded to Parent View, Ofsted's online questionnaire, said they would recommend the school.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school has one school rule, 'respect'. This value is threaded through all aspects of school life and the curriculum. For example, the theme was echoed in the school's Remembrance event, when pupils wrote illustrated letters of gratitude and appreciation to the soldiers who fought in the First World War.
- Pupils' knowledge and understanding of British values is exceptionally well developed through thought-provoking activities and visitors. For example, pupils produced high-quality work in response to a recent visit by a community member and were asked to reflect on, 'What does community mean to you?' This provided opportunities for pupils

to share their ideas and thinking around the theme of British values and respect.

- The school focuses strongly on every pupil being unique. During a recent anti-bullying activity, for instance, pupils created a unique 'sock' to celebrate individuality and diversity. The school has also undertaken a project to celebrate the many different languages spoken by families in the school with the involvement of parents and the local community.
- As a result of leaders' commitment to equality and respect, pupils and staff talk openly about their views and opinions. There are numerous opportunities for pupils to express their views, take up posts of responsibility and influence decisions about school life.
- Pupils say bullying at their school is rare, but they know to say, 'stop it please' and to report any concerns to a member of staff.
- Pupils are taught extremely well about how to stay safe online. They are confident and articulate on this matter. The headteacher ensures that parents receive up-to-date information about keeping safe through the school's website and weekly newsletter, so that parents and pupils can make informed choices

## **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils are extremely proud of their school, their achievements and those of others. They speak of how their school has helped them and how happy they are to attend.
- Pupils are keen and enthusiastic learners. They regularly work collaboratively and cooperatively together.
- Staff have high expectations of behaviour, which are consistently reinforced. Pupils are confident and polite in lessons and around the school. Learning engages pupils, and relationships between staff and pupils and between pupils are excellent.
- Pupils link their learning from personal, social and health education to how they should behave. They know and understand the importance of responsibility, kindness and respect. They live by these values in their everyday actions and interactions in school.
- Pupils' attendance is high. Reminders about the importance of regular attendance and attendance data are communicated to parents through weekly newsletters. Pupils enjoy coming to school and say, 'Everything is great about this school'. Since becoming an academy there have been no exclusions from the school and under the current leadership, excellent behaviour has been the norm.

## **Outcomes for pupils**

## **Outstanding**

- Since the school opened as an academy, outcomes have improved significantly.
- Current pupils make excellent progress across the whole curriculum. Information provided by the school shows that the vast majority of pupils make consistently strong progress in reading, writing and mathematics. They also make extremely strong progress across the wider curriculum, for example in science, humanities and religious education. Work seen in pupils' books confirms this.

- The school is still grappling with its predecessor school's very high key stage 1 assessment data, which is not wholly reliable. This limits the value of published progress measures. However, assessment systems that are now in place are robust and demonstrate that the school has an accurate picture of pupils' current progress and attainment.
- Pupils with SEND make very strong progress in all subjects from their starting points. This is because of tailor-made plans and excellent teaching and support.
- In 2018, 98% of Year 6 pupils attained the expected standard in reading, writing and mathematics. In mathematics, although pupils' attainment is high, pupils could make even better progress with an increased focus on problem-solving and reasoning.
- Pupils' progress in phonics is excellent. The proportion of pupils who reach the required standard in the Year 1 phonics screening check has been consistently above average for the last two years.
- The attainment of pupils at the end of key stage 1 is well above average in reading, writing, mathematics and science. Outcomes in reading are particularly strong, with almost half of all pupils attaining the higher standard for their age.

### Early years provision

**Good**

- Relationships between staff and children in the early years are a strength. Staff are attentive and meet children's academic, social and emotional needs well. Parents say early years staff are kind and understanding towards the children and that this enables children to settle quickly into the start of their life at school.
- Children enter early years with skills, knowledge and understanding that are at least typical for their age. Good subject knowledge and good teaching from staff enable children to progress well across the different areas of learning. Basic skills such as phonics are taught well.
- Children are encouraged to have good manners and behave well. Staff model their expectations and follow consistent routines, so that children are clear about their own responsibilities.
- Staff constantly seek ways to develop children's language and communication skills. A wide variety of vocabulary is displayed in class. Furthermore, adults are good at teaching new words and using skilled questioning to extend children's vocabulary.
- Additional adults are deployed effectively to support children with additional needs, meaning that all children can access activities effectively.
- Homework books contain tasks which reflect the topics and learning that takes place in school. Most parents engage with, and are supportive of, their children's home learning.
- Children enjoy the forest school activities that take place just across from the school site. They are given well-planned, high-quality opportunities to explore, cooperate with others and be creative.
- The headteacher and the early years leader have a good understanding of strengths and development areas in terms of provision in the early years. The school has

identified a need to improve the quality of resources and make better use of available space in the school's outdoor learning environment. Inspection evidence confirms that this is an area for improvement.

- Planned activities provide opportunities for pupils to access all areas of learning. However, opportunities for children to explore, extend and initiate their own learning are not provided as often as they could be.
- Children in the Reception class make good progress. This is demonstrated through the school's assessment information and work in their books. The vast majority of children in Reception achieve a good level of development and are ready for learning in Year 1.
- Safeguarding in the early years is effective. All adults are vigilant and ensure that children are kept safe.



## School details

|                         |              |
|-------------------------|--------------|
| Unique reference number | 142581       |
| Local authority         | Warwickshire |
| Inspection number       | 10053520     |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Academy sponsor-led  |
| Age range of pupils                 | 4 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 206  |
| Appropriate authority               | Board of Trustees  |
| Chair                               | Mr Simon Atkins  |
| Headteacher                         | Mrs Gillian Humphriss  |
| Telephone number                    | 01789293201  |
| Website                             | <a href="http://www.stratfordprimary.co.uk">www.stratfordprimary.co.uk</a> |
| Email address                       | <a href="mailto:admin2042@welearn365.com">admin2042@welearn365.com</a>     |
| Date of previous inspection         | Not previously inspected   |

## Information about this school

- The school is a one-form entry primary, situated in the heart of Stratford-upon-Avon. It opened as an academy in March 2016.
- The school is part of a family of schools that make up the Community Academies Trust. Trustees and the chief executive officer hold overall responsibility for the school. Some decision making is delegated to the local governing body.
- The proportions of disadvantaged pupils and pupils with SEND are well below national averages.
- The majority of pupils are of White British heritage.

## Information about this inspection

- The inspectors observed learning in all classes. Some observations were conducted jointly with the headteacher or a senior leader.
- The inspectors undertook an in-depth analysis of pupils' work across key stages. In addition, the inspectors looked at a wide range of pupils' work in lessons.
- Meetings were held with the headteacher, the special educational needs coordinator, the early years leader, members of the governing body, subject leaders and with teachers. A telephone conversation took place with the trust's chief executive officer.
- One of the inspectors listened to a group of pupils read.
- The inspectors observed pupils' behaviour during lessons, when moving to and from lessons and during break and lunchtime. One inspector met formally with a group of pupils drawn from different classes. In addition, inspectors spoke informally with pupils in lessons and around the school.
- A range of documentation was scrutinised by the lead inspector, including: the school's own self-evaluation; the school's learning improvement plan; records of ongoing professional development; and records of the quality of teaching, learning and assessment. The inspectors also examined attendance records, safeguarding documentation, school policies and the school's own information about current pupils' progress and attainment.
- One inspector spoke with parents as they brought their children to school. In addition, the lead inspector took account of 75 responses and free-text comments to Parent View, Ofsted's online questionnaire. Ninety-nine responses to the pupil survey and 18 responses to the staff survey were also taken into account.

## Inspection team

Heather Phillips, lead inspector

Her Majesty's Inspector

Tracey O'Keeffe-Pullan

Ofsted Inspector

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