

Stanwick Academy

Church Street, Stanwick, Wellingborough, Northamptonshire NN9 6PS

Inspection dates

25–26 June 2019

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

Summary of key findings for parents and pupils

This is a good school

- Senior leaders have an accurate view of the school. They have wasted no time in bringing about improvements to teaching and leadership.
- Trustees and members of the local governing body demonstrate high ambition for the school. They have provided effective support for leaders this year.
- Most subject leaders are new to their roles this year. Some have made a very strong start, providing training for colleagues and successfully implementing new approaches to teaching. Not all new subject leaders undertake their roles fully.
- Leaders' plans for improvement are not precise enough. The criteria by which they will measure the success of their actions are too vague.
- Most parents speak highly of the work of the school and would recommend the school to others. Several parents said they would like communication between school and home to improve.
- Teachers use their strong subject knowledge to explain new ideas to pupils and extend pupils' knowledge of new vocabulary.
- Pupils with special educational needs and/or disabilities (SEND) are supported well to learn alongside their peers.
- Teachers and teaching assistants are skilled at asking questions that will deepen pupils' understanding.
- The curriculum is broad and balanced. The full range of subjects is taught. Leaders have recently begun a review of the curriculum to ensure that the detail of what will be taught is more logically planned.
- Teachers do not make sure that all pupils, particularly some middle-ability pupils, receive the support they need to achieve as well as they could.
- Pupils behave well in lessons and during their recreation time. The school provides a calm, friendly atmosphere in which to learn.
- Teachers ensure that pupils gain a good understanding of British values, linking them to the school's values. Pupils do not, however, demonstrate a good knowledge of a range of world religions and cultures.
- Children get off to a good start in the early years. The quality of teaching is good in the Reception class and the children are well placed to start Year 1.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - developing the skills of all subject leaders so that they can improve the quality of teaching and outcomes in their subjects
 - completing the review of the curriculum to ensure that the content of each subject is carefully sequenced
 - ensuring that action plans contain sufficient detail so that their impact can be measured and leaders at all levels can be held to account for the improvements they make
 - improving communication with parents.
- Ensure that pupils are fully prepared for life in modern Britain by improving their knowledge of a range of world religions and cultures.
- Ensure that teachers provide the right balance of support and challenge to middle-ability pupils so that they achieve as well as they should.

Inspection judgements

Effectiveness of leadership and management

Good

- There has been a period of turbulence in leadership over the past year. A new associate principal and vice-principal have taken up their posts. They have been well supported by an executive principal appointed by the Nene Education Trust (the Trust) to enable them to determine the right priorities for improvement. They demonstrate a strong capacity to continue to secure improvements across the school.
- Leaders have an accurate view of the strengths of the school and what they need to do to improve it further. They have acted swiftly to define the leadership roles across the school. However, their plans for improvement lack precision. They do not contain the necessary information for trustees and local governors to hold them to account with rigour for the improvements they are making.
- Leaders ensure that the additional government funding to support disadvantaged pupils is used well. They have identified the barriers to learning for these pupils and they keep a careful check on the progress they make.
- Leaders also ensure that the additional funding for primary physical education (PE) and sport is used effectively. Teachers benefit from training to improve their teaching of PE and pupils can access a range of different sports. The leader with responsibility for this funding checks carefully which pupils are participating.
- The leader with responsibility for pupils with SEND (SENCo) keeps a careful check on the provision for these pupils and the progress they make. She has forged strong relationships with parents and external agencies to ensure that parents are informed about the provision for their child and that staff receive useful training.
- Senior leaders have re-distributed the leadership for individual subject areas between staff this year. This means that some subject leaders are new to their posts. Leaders of some subjects have evaluated the provision in their subjects accurately. They have put in place useful training for staff and ensured there is a consistency of approach to teaching. Leaders of other subjects, several of whom have only been in post for a short time, have not yet had time to improve the quality of teaching and standards in their subjects.
- The curriculum is broad and balanced. Pupils' books and their work displayed on the walls showcase the range of subjects they study. The curriculum is enhanced by a range of trips and visitors to bring learning to life for the pupils. Leaders have recently begun to review the curriculum. They have not yet determined exactly what should be learned in every subject and the sequence in which the content should be taught.
- The majority of parents speak highly of the school. Several parents raised concerns about the quality of communication they receive. They would like communication between school and home to improve.

Governance of the school

- The school is part of Nene Education Trust (NET). The trust has provided useful support to leaders this year.

- Those responsible for governance demonstrate high ambition for the school. They know the strengths and weaknesses of provision well. They have provided valuable support over recent months, including in developing new leaders and providing training for teachers and teaching assistants.
- Governors sometimes attend important training provided by the trust, such as safeguarding training, alongside staff. This enables them to gain a greater understanding of the requirements of this important aspect of their work.
- Governors make visits to the school and minutes of meetings show that they are prepared to ask challenging questions of leaders. They are not, however, fully able to hold leaders to account for their actions, because plans for improvement do not include precise success criteria.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding at the school. Staff know well the potential signs of abuse to watch out for and how to raise a concern about a pupil's welfare should the need arise.
- Leaders ensure that the appropriate vetting checks are undertaken when new staff and volunteers join the school. They provide staff with up-to-date training. The designated senior leader for safeguarding publishes regular 'safeguarding newsletters' for staff, which include 'tea break guides' to important aspects of safeguarding such as county lines. She conducts random checks on staff's knowledge and understanding of safeguarding to make sure their knowledge is secure.
- Pupils report that bullying is rare at Stanwick Academy. Some pupils think it never happens at all. All pupils who spoke with inspectors were confident that if it ever did happen an adult would deal with it swiftly and successfully.
- Pupils learn to keep themselves safe in a variety of situations. They speak knowledgeably about how to stay safe when they use modern technology. They learn about stranger danger and road safety. Pupils told inspectors that at different times of the year they learn about different aspects of safety, such as firework safety when bonfire night is approaching.

Quality of teaching, learning and assessment

Good

- Teachers use their strong subject knowledge to explain new concepts clearly to pupils. They check frequently pupils' understanding during lessons, providing additional explanations where they will be helpful.
- Teachers and teaching assistants typically use their assessments of what pupils know and can do during lessons to help them improve their work further and move them to more demanding work.
- Occasionally in class pupils who have not grasped a concept well enough do not receive sufficient support to enable them to achieve well. This is reflected in some pupils' books. Some pupils, particularly some middle-ability pupils, repeat errors or do not make sufficient improvements because teachers are not providing just the right

balance of support and challenge to ensure that they do.

- Teachers make effective use of resources during lessons. Pupils use the resources to help them refer back to previous learning and use the skills and knowledge they have previously gained to help them complete their current work to a high standard.
- Teachers and teaching assistants have high expectations of pupils. They have established clear routines and pupils respond well to instructions provided by adults.
- Pupils with SEND are well supported by teachers and teaching assistants to learn alongside their classmates. Adults are skilled in providing just the right level of support these pupils need.
- Teachers take time to ensure that pupils understand the new vocabulary that is introduced to them during lessons. This is helping pupils to broaden their range of vocabulary.
- Early reading is taught well. Pupils use their knowledge of phonics to work out unfamiliar words when they are reading. Pupils' books show that as they become more confident they make good use of the skills they are mastering to spell words more accurately.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils understand the importance of living a healthy lifestyle by taking exercise and eating a balanced diet.
- Pupils have a growing understanding of British values. Pupils discuss equality and what this means to them. They gain an understanding of democracy through electing their peers to the school council and learning about the British parliamentary system in key stage 2.
- Pupils show respect for people whose home life or circumstances may be different from their own. They told inspectors that you 'shouldn't judge a book by its cover' and that what mattered was 'how you act'.
- Pupils told inspectors that they feel well cared for in school.
- Pupils do not reliably demonstrate a strong understanding of a range of religions and cultures that may be different from their own.

Behaviour

- The behaviour of pupils is good.
- In lessons and around school, pupils demonstrate their very good manners. They listen to each other and adults respectfully.
- Pupils typically show good attitudes to their learning. They are keen to get on with their work. Their books show that, when directed by their teacher, most pupils try to make improvements to their work.

- At playtime and lunchtime, pupils are well supervised as they play together sensibly. Some pupils chat and laugh together, while others play running games. The school hall provides a pleasant atmosphere for pupils to eat their lunch sociably with their friends.
- Pupils' rates of attendance are typically at least in line with, and sometimes above, the national average. Leaders provide support quickly when a pupil's attendance starts to fall.

Outcomes for pupils

Good

- Pupils achieve well in the phonics check at the end of Year 1. In 2017 and 2018, the proportion of pupils achieving this milestone was higher than that seen nationally.
- By the end of key stage 1, a greater proportion of pupils achieve the expected standard in each of reading, writing and mathematics than is seen nationally. In 2018, a greater proportion achieved the higher standard in each of these subjects than had been seen in 2017.
- By the end of Year 6 in 2018, a greater proportion of pupils achieved the expected standard, and the higher standard, in each of reading, writing and mathematics than was seen nationally. The proportion of pupils attaining the higher standard in all of reading, writing and mathematics was double the national average.
- Published data shows that pupils make progress in line with their peers nationally. Disadvantaged pupils make progress that is at least in line with, and sometimes exceeds, that of other pupils.
- Pupils' books and school assessment information shows that pupils currently on role, including those who are disadvantaged and those with SEND, typically make the progress the school expects of them.
- Pupils' books show that teachers are not reliably using their assessments of what pupils know and can do to make certain they do not repeat errors in their work. Occasionally, they do not receive the right balance of support and challenge to enable them to make the progress they should.

Early years provision

Good

- The quality of teaching in the Reception class is consistently good. Two teachers share the teaching responsibility over the week. The adults provide a bright and interesting environment in which children can learn.
- Adults have high expectations of all children. Children respond well by following instructions quickly and without fuss. They behave well and use their good manners when they talk to adults and each other.
- Adults promote children's understanding of new vocabulary well. For example, during the inspection, the teacher made sure that children understood the meaning of the word 'boast' as they learned how to read and write the 'oa' sound in a phonics lesson.
- Children participate confidently in the lessons. Adults provide clear explanations, using their strong subject knowledge and clear questioning. During the inspection, the teacher made certain that children could understand the term 'doubling' in a

mathematics session. Her gentle encouragement enabled children to explain the term accurately.

- Adults receive valuable support from external agencies and the SENCo to enable them to provide effective support for children with SEND. These children participate in their lessons well alongside their friends.
- Leaders demonstrate a clear view of the strengths of the provision. The plans for improvement, in common with other school action plans, are not sufficiently precise.
- Adults forge strong links with parents. The teachers spend time talking with parents and visiting the pre-school settings that children have attended to begin to get to know the children before they start at school. Adults provide workshops for parents to support them in helping their child with learning at home.
- Children make good progress during their time in Reception. Many enter the early years with skills that would typically be expected for children of their age. The leader analyses carefully where children's areas of weakness are. Teachers adapt the provision and their planning to take account of the children's interests and needs. By the time they leave the Reception class, the proportion of children achieving a good level of development is at least in line with, and is sometimes above, that seen nationally. Children are well prepared to start Year 1.

School details

Unique reference number	143076
Local authority	Northamptonshire
Inspection number	10087306

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	Board of trustees
Chair	Dudley Hughes
Associate Principal	Chloe Neild
Telephone number	01933 623 117
Website	www.stanwick.northants.sch.uk
Email address	mrsneild@stanwickprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Stanwick Primary School converted to become Stanwick Academy in August 2016 as part of Manor Academy Trust. In September 2018, the trust was renamed as Nene Education Trust (NET).
- The majority of pupils are of White British heritage.
- The proportion of pupils entitled to free school meals is below the national average.
- The proportion of pupils with SEND is just above the national average.

Information about this inspection

- During this inspection, inspectors observed the learning taking place in every class at least once. They examined a wide range of pupils' books across a range of subjects and year groups.
- Inspectors held meetings with the associate principal, the vice-principal and the executive principal. They also held meetings with the CEO of Nene Education Trust and the chair of the local board of governors. They held meetings with subject leaders of English, mathematics, science and history.
- Inspectors spoke with pupils in class and in the playground at playtime and lunchtime. They held a more formal meeting with a group of pupils from across key stage 2.
- Inspectors listened to pupils reading. They observed pupils' behaviour as they moved around school and during an assembly.
- Inspectors examined a range of documentation provided by the school, including that relating to the safeguarding of pupils, the school self-evaluation, the school improvement plan and action plans of individual subjects and the early years.
- Inspectors considered the views of parents by speaking with them as they brought their children to school in the morning and by considering the 60 responses to the online survey Parent View. They also considered the 13 responses to the staff online survey and the one response to the pupils' online survey.

Inspection team

Di Mullan, lead inspector

Her Majesty's Inspector

Jane Ferguson

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019