

Inspection of Stokesay Primary School

Market Street, Craven Arms, Shropshire SY7 9NW

Inspection dates: 19 and 20 October 2021

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Stokesay Primary School is at the heart of the Craven Arms community. Leaders have high aspirations for all pupils. They are proud of their inclusive and diverse school. The school motto 'I can, we can, Stokesay can' is at the core of this school's work.

Leaders have ensured that pupils have the academic knowledge and personal development to prepare them for the next stage of their learning. Pupils love reading. They value reading as a life skill. A range of clubs and enrichment activities develop pupils' wider interests and talents.

Pupils are proud of their school. They are happy and safe at school. Staff make sure that pupils are well looked after. Pupils enjoy school. Bullying is rare. Most parents and carers, and pupils, say that staff deal with concerns quickly. Pupils behave well in lessons and settle quickly to tasks. They are respectful of others.

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

Leaders have carefully planned the curriculum so that all pupils have a good understanding of the subjects they learn. They have prioritised reading so that pupils learn to read fluently and with confidence. Staff help those pupils who find reading more difficult to catch up. Pupils say that staff encourage them to read a lot at school and at home.

In the early years, children settle into school routines well. Staff are attentive to their needs and ensure they get the support they need. Leaders have transformed the early years learning environment since the last inspection. Children enjoy learning about number through songs, rhymes and practical activities. Children learn to read words and simple sentences accurately because teachers teach phonics well.

Pupils learn well in other subjects, such as mathematics and computing. Teachers plan learning from pupils' starting points so that they build up their knowledge in a logical way. Pupils revisit some learning to help them remember more. Sometimes, teachers' subject knowledge is not as strong as it needs to be. This means that they do not spot pupils' misconceptions and address them quickly enough.

Teachers adapt the curriculum well to meet the needs of pupils with special educational needs and/or disabilities and disadvantaged pupils. These pupils do well from their starting points. Teaching assistants know them and support them well. In a few subjects, including French, art and music, curriculum plans are not as well embedded. Some subject leaders do not check the impact of curriculum plans. Leaders have effective training plans in place to help teachers and subject leaders develop their confidence in these subjects.

Leaders work closely with the local mosque, the local church, support services and businesses in the area. The new Stokesay learning hub provides support for families

and the wider community. Family learning workshops help parents to better support their children's learning. Parents are proud of the school. They are keen to support their children and appreciate the school's guidance. One parent's comment was typical of many when they said, 'My children are thriving in a positive environment; teachers communicate about the curriculum and progress of my children with us very well.' Pupils enjoy coming to school. Leaders work hard to ensure that pupils attend school every day. They are mindful of the impact that the COVID-19 pandemic continues to have on pupils' attendance. They provide remote learning where required.

Pupils enjoy a variety of after-school clubs, including cooking, gardening and sports clubs. Pupils develop an understanding of democracy through the school council. They say that everyone in school is welcome, regardless of any differences. Leaders have made extra time available for physical education and plan swimming lessons, following the pandemic, to promote good physical health and well-being. Pupils talk about how being nice to each other makes people feel better. The family support worker provides mental health support to pupils and seeks external support if required.

Senior leaders, governors and trust members respect each other and work well as a team. They know the school's strengths and priorities for improvement. They are extremely ambitious for all pupils to have the best possible start in life. Staff told inspectors that leaders are supportive of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a strength of the school. Leaders and staff know their pupils, families and the community well. Staff and governors receive regular training and know how to keep pupils safe from different forms of abuse, including sexual harassment. Leaders make appropriate referrals to external agencies when they have concerns about a pupil's safety. They ensure that pupils receive the help they need.

Pupils know how to keep themselves safe. They learn about online safety, and staff remind them regularly.

Leaders carry out the correct checks on all staff, governors and volunteers to ensure they are suitable to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few of the revised curriculum plans are not fully embedded. Leaders have not had chance to evaluate the impact of the plans on pupils' learning. Leaders should now support subject leaders to review the implementation and evaluate

the impact of recent curriculum developments, particularly in French, art and music.

- Not all teachers' subject knowledge is strong. Some teachers have gaps in their own knowledge and skills. They do not spot pupils' misconceptions and address them quickly enough. This sometimes slows pupils' learning. Leaders should ensure that these staff receive the training they need to improve their subject knowledge and practice.

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

Unique reference number	141340
Local authority	Shropshire
Inspection number	10201021
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The Board of trustees
Chair of trust	Rose Patey
Headteacher	Paul O'Malley
Website	www.stokesayprimary.co.uk
Date of previous inspection	19 September 2017, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During the inspection, inspectors carried out deep dives in computing, mathematics and early reading. Inspectors visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way these subjects are planned and taught. Inspectors also looked at work from some other subjects in less detail and spoke with pupils, staff and parents about the school curriculum.
- Inspectors considered information on the school's website.

- Inspectors talked to pupils, staff, leaders, parents and governors about routines and safeguarding arrangements at school. They examined the record of employment checks on school staff.
- Inspectors observed pupils' behaviour in class and at other times during the day. They spoke to parents, staff and pupils about behaviour.
- During the inspection, the inspectors had formal meetings with the headteacher, subject leaders, the special educational needs coordinator, learning support assistants, governors and trustees. Inspectors also talked informally with pupils and parents to gather information about school life. An inspector had a short conversation with a local authority education adviser.
- By the end of the inspection, there were 17 responses to the online Ofsted Parent View survey. Inspectors took account of these and also looked at the 17 free-text responses.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

Anne Potter

Ofsted Inspector

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