

Inspection of a good school: Staplegrove Church School

Hudson Way, Staplegrove, Taunton, Somerset TA2 6UP

Inspection dates: 19 and 20 July 2022

Outcome

Staplegrove Church School continues to be a good school.

What is it like to attend this school?

Christian values are part of everyday life at Staplegrove Church School. Leaders provide lots of opportunities for pupils to learn what these values mean. As a result, pupils have a strong moral code.

Pupils learn about positive relationships. They know how to be a good friend towards one another. They understand the need for respect and tolerance. Pastoral support is strong. Staff are nurturing and model positive attitudes for pupils.

Staff have high expectations of pupils. Recent changes to the way behaviour is managed are having a positive effect. Everyone understands the expectations, rewards and consequences. Pupils typically behave well. Where this is not the case for some older pupils, new leaders have acted with resolve to address underlying issues.

Leaders bring learning to life for pupils through meaningful resources, visitors and trips. For example, pupils recently learned about other world faiths through visits from adults from the Muslim and Hindu faiths. Learning musical instruments and visits to local sporting events are among the ways that the curriculum is enriched for pupils.

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

Since new leaders have arrived, curriculum developments have been rapid. They have ensured the curriculum is coherent and well sequenced.

Leaders have rightly prioritised reading. High-quality training for staff means they have good subject knowledge. Reading is taught with confidence and consistency. Younger pupils, including those in the early years, enjoy their phonics lessons and learn well. They are able to use their knowledge of sounds to segment and blend words accurately when reading. They develop fluency as a result of this. Leaders have updated resources to ensure the books pupils read match the sounds they know. Pupils who have finished the phonics programme have good support as they move on to independent reading. Older

pupils learn a range of reading strategies which they use in a variety of different text types.

All pupils learn a broad curriculum in mathematics. Pupils enjoy the challenges of problem-solving. They can apply number facts in a range of contexts. The school's focus on reasoning means that pupils are increasingly confident in explaining their answers. Children in the early years secure understanding through a range of independent activities.

In the wider curriculum, leaders have made sure that the knowledge they want pupils to know is carefully chosen and sequenced. This helps pupils to remember key knowledge and build on prior learning. However, in some subjects the implementation of the curriculum is not as consistent as leaders intend. In these subjects, pupils do not always learn the knowledge set out in curriculum plans.

New leaders make sure pupils with special educational needs and/or disabilities (SEND) have their needs accurately identified. Staff work well with a range of external agencies to help these pupils. In some subjects, teaching provides well-matched support. In other subjects, support is less well structured and effective. This means that some pupils with SEND do not always have the support they need to know more and remember more.

Pupils develop a secure understanding of how to live in modern Britain. They know about protected characteristics and why some people may experience discrimination. They understand the importance of equality. They feel that everyone is treated equally at the school.

Leaders from the trust have acted decisively to secure an effective leadership team at the school. Teachers feel that leaders listen and consider workload when planning for improvements. Staff are proud to work at the school and, despite considerable changes to staffing, morale is high.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping pupils safe is everyone's responsibility. Regular training and updates mean staff know how to recognise concerns. They record these concerns accurately using the school's system. This means leaders are able to respond swiftly and appropriately. Leaders engage well with a range of external agencies. This means pupils and families get the help they need at the right time.

Pupils feel safe. They trust adults to listen to any worries they have. They learn a range of strategies to stay safe when using the internet. Recent work with the police has made learning about risks and peer pressure very real for older pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject curriculums are not as well implemented as others. This means that there are some gaps in pupils' knowledge and understanding. Leaders need to set out clearer expectations for implementation across the curriculum to ensure pupils know more and remember more in all subjects.
- Teaching is not always adapted well enough for some pupils with SEND. This means they do not always make the progress through the curriculum that they could. Teachers should ensure that the curriculum supports the additional needs of all pupils with SEND so they know more and remember more across the curriculum.

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 predecessor school, Staplegrove CofE Primary School, to be good in May 2012.

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	141159
Local authority	Somerset
Inspection number	10227122
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	Nigel Daniel
Headteacher	Paul Armstrong
Website	www.staplegroveprimary.co.uk
Date of previous inspection	1 March 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed to the permanent post in April 2022.
- The deputy headteacher was appointed in September 2021.
- The school runs breakfast and after-school provision on site.

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 these subjects: early reading, mathematics and geography. For each deep dive, the inspector 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.
- The inspector held meetings with the headteacher, deputy headteacher, special educational needs coordinator, curriculum leaders and teaching and support staff.

- The inspector met with representatives of the trust and members of the local governing council.
- The inspector met with the designated safeguarding leads to discuss how the school keeps pupils safe. She considered the school's recruitment procedures, staff induction and training, records of concerns and their engagement with external agencies. The inspector also spoke with staff and pupils throughout the inspection.
- The inspector listened to pupils read to an adult.
- The inspector observed pupils' behaviour in lessons and around the school site. In addition, she met with pupils informally and formally to hear their views.
- The inspector considered responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. She also took into consideration responses to the staff and pupil surveys.
- The inspector examined a range of documentation provided by the school, including the school's self-evaluation document, academy improvement plan and documentation relating to safeguarding.

Inspection team

Angela Folland, lead inspector

Her Majesty's Inspector

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