

# Inspection of Stilton Church of England Primary Academy

Church Street, Stilton, Peterborough, Cambridgeshire PE7 3RF

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Inspection dates: 21 and 22 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils at Stilton 'flourish through friendship', as their school motto suggests. The listening and caring ethos encouraged throughout the school supports pupils to be confident and achieve well. Expectations of pupils are high; this includes for those pupils with special educational need and/or disabilities (SEND).

Pupils are taught to be curious and ask questions. The ambitious curriculum gives pupils the knowledge and skills they need. Pupils enjoy debating about different views, such as which charity they should raise money for.

Pupils say they feel safe and hardly ever see anything they would describe as bullying. Unkindness is rare. However, if it happens staff deal with it immediately. Pupils behave very well and meet the expectations set for them. In the playground, pupils organise their own games and look out for one another. In class, pupils concentrate for extended periods of time and show exemplary attitudes to learning.

All pupils, without exception, benefit greatly from the wide-ranging activities and clubs on offer. The range of sports, music and arts clubs enhance pupils' talents and interests. All pupils are provided with rich opportunities to experience, which further supports their understanding of the world around them. Pupils are well prepared for secondary school.

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

Leaders have ensured that the curriculum is designed and delivered so that pupils remember important content preparing them for their next stage of learning. Curriculum leaders have received training and are able to check effectively that the teaching of the curriculum is having the intended impact on pupils' long-term memory.

Staff have strong subject knowledge and are confident in their teaching. This means that pupils can ask questions and receive responses from their teachers to further embed and deepen new learning. Pupils regularly feed back what they are thinking and what they have learned so far in each lesson.

Leaders have ensured that there are effective, well-established assessments in place for most subjects. However, where there are a few newly reviewed foundation subject curriculums, these assessment routines have not been checked. Consequently, leaders do not know if the new curriculum in these areas is having the intended impact.

The reading curriculum is a strength of the school. Leaders prioritise reading from the moment pupils start school. They recognise how vital reading is to support pupils to be able to learn the curriculum. Very few pupils are behind in their reading. This is due to the carefully planned and consistently taught phonics and reading

curriculum. As a result, the quality of education provided improves pupil's vocabulary, understanding and fluency over time.

Pupils with SEND are able to access the same ambitious curriculum as their peers. This is due to pupils being given work that enables them to practise and apply their knowledge, so they successfully improve their learning in specific areas such as reading and writing. Pupils with SEND achieve well.

Children in the early years get off to a strong start in school. Positive relationships are formed to ensure that children are settled and ready to learn. Children have subject-specific teaching in all areas of the curriculum. This is then practised and developed through the experiences on offer in the classroom and outdoor area. Children are able to talk excitedly about their learning, for example comparing photos of when they were a baby and what they look like now.

Behaviour is exceptional, whether in lessons, with visitors or on the playground. Pupils are attentive and respectful when adults and peers are talking. Expectations from all members of staff are consistently high and these standards are maintained over time. Pupils show high levels of self-control, even when faced with challenges.

Leaders ensure that pupils benefit from the carefully constructed personal development curriculum. Opportunities to understand issues such as living with a disability give pupils alternative perspectives to think about. Pupils are able to reflect sensitively on commonalities and differences between people they know, for example when discussing friends from other faiths and cultures.

Governors fulfil their statutory responsibilities through meetings and visits to the school. They know the school well, particularly with regard to the curriculum and check that leaders' actions are leading to improved outcomes. However, governors do not always ask enough probing or follow-up questions in other areas of leaders work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive training that enables them to identify pupils at risk from harm. Staff know how to log concerns. Leaders follow up any concerns swiftly. Appropriate support is in place for families that need it.

Pupils are taught to keep themselves safe. They understand the risks when using the internet and know that they should tell a trusted adult if they have any worries.

There are clear processes for managing allegations against staff and other relevant staff checks are in place to keep pupils safe.

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

### (Information for the school and appropriate authority)

- In a small number of foundation subjects where the curriculum is new, assessment practices are at an early stage of implementation and therefore have not been monitored. Leaders should ensure that subject leaders monitor the assessment information gathered to identify any further refinements needed for their curriculum to have the impact leaders expect.
- Governors do not always have secure enough expertise to ask enough probing or follow-up questions about leaders' actions. Leaders must ensure that further training is in place so that governors can scrutinise and hold leaders to account for an even greater impact.

## 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

<b>Unique reference number</b>	145719
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10241329
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	142
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Younger
<b>Executive Headteacher</b>	Clara King
<b>Website</b>	<a href="http://www.stiltonprimary.co.uk">www.stiltonprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Stilton Church of England Primary Academy has a Christian character. The religious aspects of the school's provision were last inspected in July 2019 under section 48 of the Education Act, 2005.
- The school joined the Diocese of Ely Multi-Academy Trust (DEMAT) in May 2018.
- The executive headteacher is also the headteacher at Holme C of E Primary Academy.
- Leaders use one unregistered alternative provider.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- Inspectors held meetings with the executive headteacher, the deputy headteacher, senior leaders, other leaders, staff, pupils, the chief executive officer, the director of education for the trust and the chair of the local governing board.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. In early reading, this took the form of listening to pupils read to a familiar adult.
- Inspectors looked at curriculum plans and spoke to leaders about personal, social and health education.
- As part of the evaluation of the school's safeguarding processes, inspectors reviewed the single central register, met with the designated safeguarding leads, reviewed safeguarding files, looked at behaviour and attendance records and spoke to pupils and staff.
- Inspectors reviewed a range of school documentation, including the school self-evaluation form and improvement plan, school policies and minutes from governing body meetings.
- Inspectors reviewed the 42 responses that were submitted by parents to Ofsted's online parent questionnaire, Parent View, and considered 41 free-text responses from parents. Inspectors also considered 11 responses to the Ofsted staff questionnaire. There were no responses to the pupil survey.

### **Inspection team**

Isabel Davis, lead inspector

His Majesty's Inspector

Linda Bartlett

Ofsted Inspector

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