

Inspection of a good school: Stanion Church of England (Aided) Primary School

Cardigan Road, Stanion, Kettering, Northamptonshire NN14 1BY

Inspection date:

10 November 2022

Outcome

Stanion Church of England (Aided) Primary School continues to be a good school.

What is it like to attend this school?

Pupils appreciate the community atmosphere at this school. The school values of 'love, inspire, flourish, embrace' underpin everything from pupils' learning to their social interactions. Leaders have designed 'super friends' and 'superpowers' to encourage pupils to 'think for yourself', 'be yourself' and 'support each other'. Pupils do this. As a result, they enjoy their lessons and treat one another with respect.

Pupils are polite and confident. They take pride in their work. Leaders recognise pupils' good behaviour and achievements in weekly assemblies. Pupils contribute to school life. For example, the church council delivers assemblies and older pupils can become part of the 'reading squad'. Pupils do not worry about bullying. They have positive relationships with staff and would share any concerns they have. One pupil said, 'The teachers are really kind here – nothing is too much trouble.' Pupils feel safe.

Leaders have high expectations. They have created a curriculum which helps pupils, including those with special educational needs and/or disabilities (SEND), to achieve well academically. Leaders have made wider opportunities available. Many pupils are part of the singing club and the football team. Some pupils attended a Northampton Town football match where they welcomed players on to the pitch.

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

Leaders have designed a curriculum which sets out precisely what pupils will learn and when. They are ambitious about the range of subjects and topics pupils will study. Teachers break learning down into meaningful and manageable chunks to help pupils develop their understanding over time. This helps older pupils, for example, to complete complex problem-solving work in mathematics. Pupils can use subject-specific language to discuss the topics they are currently studying. Pupils achieve well.

Leaders have recently refined their reading curriculum. Phonics teaching begins from early on in Reception. All staff have completed phonics training. This ensures that pupils receive consistent support with reading, from Reception to Year 6. Teachers identify pupils who need extra support to learn to read. They intervene to help these pupils to keep up with their peers and ensure that they do not miss out on other learning. Pupils quickly become confident readers. Older pupils continue to develop the fluency and expression in their reading. They enjoy reading. Many pupils gain platinum awards for reading every day of the week.

Teachers check that pupils understand what they are studying before moving learning on. In the Reception class, staff identify precisely how children need to be supported to develop their knowledge. They provide this help promptly. In some subjects in the wider curriculum, teachers do not always help pupils to recall prior learning or connect this with new learning. As a result, pupils' knowledge in these subjects is not always as secure as it should be.

Pupils are polite and respectful. They are enthusiastic about their learning. Pupils and teachers work together in lessons in a manner which helps pupils to achieve well. One pupil, with a comment which was typical of many, said, 'We can always go to teachers and ask for help if we're struggling and they would always help.' Children in the Reception class are eager to learn. They have settled quickly into school and lesson routines.

Pupils with SEND are fully included in the life of the school. Teachers quickly identify pupils who need additional support. They ensure that these pupils access the same curriculum as their peers. Leaders regularly review the targets of pupils with SEND so that each pupil receives the precise support they need.

Leaders have created a programme of extra-curricular opportunities. Pupils enjoy multi-sports club, cooking club and gardening club. Clubs change every half term so pupils can try new things. A theatre group visited the school to perform *Oliver Twist*. The whole school is going to the pantomime.

Pupils learn about views and cultures different to their own. They have exchanged work with children from a school in Ethiopia. Multi-faith visits to a mosque, a gurdwara and a church build on pupils' learning in school. Pupils confidently talk about British values and how they are relevant to their own lives. Teachers help pupils to reflect on their learning in personal development lessons. They help pupils to understand about identity, relationships and safety.

Leaders identify priorities and act swiftly to improve pupils' experiences of school. Governors know the school well. They support and challenge leaders effectively. Governors have established strong links with subject leaders.

Leaders have created a collaborative culture. Staff are overwhelmingly positive about the support and opportunities that leaders provide. They are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding. They provide annual training and weekly 'tea break' updates. Staff and governors complete regular safeguarding quizzes so leaders can assure themselves that staff are knowledgeable about safeguarding.

Staff know how to report concerns, including 'nagging doubts'. Leaders take appropriate action when necessary to ensure that pupils are safe. They work with wider agencies, including the police, to educate pupils about keeping themselves safe.

Pupils feel safe. They would share concerns with staff. Leaders provide online safety sessions during the first week of every half term.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not routinely make deliberate connections to previous learning, including the concepts which underpin the topics pupils are studying. This means that some pupils cannot always recall prior learning and so connect it with current learning. Leaders should ensure that staff understand how to enable pupils to recall their prior learning across all subjects so that they can connect this with what they are currently learning, to better develop their understanding over time.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2011.

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

Unique reference number	122112
Local authority	North Northamptonshire
Inspection number	10211630
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair of governing body	Amanda de Choisy
Headteacher	Wayne Jones
Website	www.stanionprimary.co.uk
Date of previous inspection	13 December 2016, under section 8 of the Education Act 2005

Information about this school

- The academy is a Church of England school. It last received its Section 48 inspection in February 2017.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics and physical education. As part of deep dive activities, the inspectors discussed the curriculum 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. Inspectors also reviewed curriculum plans, a sample of books and spoke to pupils about a range of other subjects.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.

- Inspectors met with those responsible for the provision for pupils with SEND, as well as those responsible for behaviour, attendance and personal development.
- Inspectors met with groups of pupils and staff both formally and informally.
- Inspectors met with governors and representatives from the local authority.
- Inspectors considered responses received on Ofsted Parent View, including free-text responses. They also considered responses to the Ofsted staff and pupil surveys.

Inspection team

Matthew Fearn-Davies, lead inspector

His Majesty's Inspector

Shaun Carter

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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