

# Inspection of Stakesby Primary Academy

Byland Road, Whitby, North Yorkshire YO21 1HY

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Inspection dates: 2 and 3 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</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 Stakesby Primary Academy try their best to reflect the school's values of 'commitment, kindness and excellence'. Most pupils say that they enjoy coming to school because they love learning and spending time with their friends. Pupils say that teachers make learning enjoyable. They appreciate opportunities to practise and improve their work. Pupils achieve well in the subjects that they study.

Pupils say that staff always sort out problems straight away. This helps pupils to feel safe. Pupils behave well in and out of lessons. Bullying is rare. Staff help pupils to play well together. Older pupils look after younger pupils at breaktimes.

Pupils enjoy the many opportunities to contribute to their school and the wider community. They participate in sports events such as cross-country running to raise money for cancer research. Pupils say that learning outdoors in the wooded area helps them to learn survival skills and how to look after each other.

Leaders want pupils to know more about the local area. Pupils enjoy visiting Whitby, where they photograph and sketch the local architecture. Pupils are proud to have their artwork displayed in Pannett Art Gallery.

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

Leaders are ambitious for pupils to achieve well. They make regular checks on the curriculum. This helps leaders to improve the curriculum to the benefit of all pupils. This includes pupils with special educational needs and/or disabilities (SEND). Pupils study a variety of interesting topics. The curriculum is sequenced to build knowledge, so that pupils know and can do more year on year. This helps pupils to gain the knowledge they need to prepare them for their future learning.

Teachers help pupils to make connections across topics. For example, in geography, pupils in Year 6 learn about geographical changes over time in Dubai. They make connections to Brazil, a country they studied in Year 3. In art and design, pupils sketch accurate drawings of the Burj Khalifa, a skyscraper in Dubai. They study aerial photographs before sculpting it from clay. The teaching of art and design is exceptional. This helps pupils to develop detailed knowledge.

Leaders provide teachers with subject-specific training. Teachers have strong subject knowledge. They have high expectations of pupils. For instance, in mathematics, pupils are expected to provide developed reasons for their answers. They make connections between learning multiplication tables and completing calculations with fractions. Most pupils know the multiplication tables well. They say this knowledge gives them confidence when calculating fractions.

Leaders promote reading effectively. They recently introduced a new programme for teaching phonics (letters and the sounds they represent). Phonics teaching begins at the start of Reception Year. Staff have expert knowledge to help pupils learn to read

fluently over time. Pupils who need extra help are well supported by teachers. Staff listen to pupils read regularly. This is helping pupils to gain confidence and fluency. Right from the start in early years, children enjoy listening to stories read to them by staff. Older pupils read from a range of texts, such as 'The Moment', a poem by Margaret Atwood. They explore the author's themes and use of vocabulary. This is helping pupils to understand and explore the meaning of words.

Leaders use assessment well to identify pupils with SEND. Staff receive training to support pupils' learning. Pupils with SEND join in all subjects in the curriculum. However, some staff do not have precise enough information to know how best to support some pupils with SEND to be successful. This includes children in the early years.

The teaching of communication and language is a priority across the school. In early years, staff model how to speak clearly. They ask children questions and provide time to respond. This helps children to talk about their learning with confidence. For example, children made a 'witches cave' for the 'light and dark' topic. They enjoy talking about the features they have added to the cave.

Pupils know the expectations in the behaviour policy. Pupils who have time out in a quiet space improve their behaviour. Behaviour in school is good. Pupils show high levels of respect to everyone. They enjoy achieving 'star of the week'.

Leaders have planned a curriculum to develop pupils' strength of character. Pupils learn about different types of healthy relationships. Recently, leaders revised the religious education curriculum. The new curriculum is helping to prepare pupils for life in modern Britain. Pupils have a strong understanding of equal rights. They know that discrimination is wrong.

Staff say that they are proud to work at the school. Leaders take practical steps to support the workload of staff. Governors visit the school to find out about the curriculum and how well pupils are learning. They provide effective support and challenge to school leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have rigorous systems in place to ensure that all pupils are safe. Staff understand safeguarding risks to pupils. They attend regular and relevant training. Staff know the procedures for reporting concerns about pupils. Leaders are thorough in following up any concerns. They work effectively with parents, carers and external agencies. Leaders are determined to make sure pupils and their families get the help they need.

Pupils learn about a variety of safeguarding issues. They know about staying safe online and keeping personal information secret.

Leaders check the suitability of staff before they start working in the school.

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

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

- Some staff do not have detailed information of how best to support pupils with SEND, including in early years. This means that support and adaptations to provision are not always tailored as precisely as they should be. This includes support for reading and writing. Leaders should ensure that staff have precise information about how best to support pupils' needs, so that teachers can implement strategies that will ensure that all pupils with SEND are successful.

## **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>	146112
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10255712
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jack Harrison
<b>Principal</b>	Emma Robson
<b>Website</b>	<a href="http://www.stakesbyschool.net">www.stakesbyschool.net</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Enquire Learning Trust.
- The school runs a breakfast club and after-school care for pupils who attend the school.
- Stakesby Primary Academy converted to become an academy school in September 2018. When its predecessor school, Stakesby Community Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not make use of alternative provision.

## 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the principal; other school leaders, including the special educational needs coordinator; staff and pupils.
- The lead inspector met with members of the academy improvement committee, the chief executive officer and a director of school improvement of Enquire Learning Trust. The lead inspector also held a telephone conversation with a trustee of the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design, and geography. For each deep dive, inspectors 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 lead inspector listened to pupils reading to a familiar adult.
- The lead inspector reviewed the school's safeguarding documentation. Inspectors considered how well the designated safeguarding lead acts on concerns about pupils' safety and welfare. Inspectors spoke to pupils, staff and members of the trust about safeguarding practices.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View. An inspector also spoke with parents and carers to gain their views.

### **Inspection team**

Kathryn McDonald, lead inspector	His Majesty's Inspector
Matthew Harrington	His Majesty's Inspector

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