

Inspection of a good school: Old Stratford Primary School

Willow Grove, Old Stratford, Milton Keynes, Buckinghamshire MK19 6AZ

Inspection dates:

21 and 22 March 2023

Outcome

Old Stratford Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Old Stratford Primary School are positive about all aspects of school life. They enjoy learning. Leaders have high expectations for pupils' behaviour. In lessons, pupils behave well. Disruption to learning is very rare. Around school, and at playtimes, pupils are calm and polite. They enjoy positive relationships with teachers and other members of staff.

Pupils understand diversity. They respect differences between people. Pupils say that everybody feels welcome in the school. They say that bullying is very rare. They trust that their teachers will deal with any problems quickly and effectively. Parents say that their children are happy and safe at the school.

Leaders have planned a broad curriculum. They are ambitious for what all pupils can achieve. Pupils achieve well, including pupils with special educational needs and/or disabilities (SEND). Specialist teachers deliver music and French lessons. Pupils enjoy trips, including residential visits and outdoor pursuits. Leaders provide extra-curricular opportunities to play sport or develop art and musical talents. Pupils learn how to be global citizens. They are being well prepared for their next steps in education and beyond. Pupils are proud to be part of the school council.

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

Leaders have designed ambitious curriculums for all subjects. They have planned what they want pupils to learn and when, so that they can deepen their knowledge over time. Senior leaders at the school and from the Grand Union Partnership support subject leaders to develop their curriculum plans. In a small number of subjects, leaders have not yet precisely identified the knowledge that they want pupils to learn. They recognise this and plan to make further improvements.

In mathematics lessons, knowledgeable teachers help pupils gain a deep understanding of concepts. They use a wide range of resources to support teaching. In the early years,

children are excited to learn about numbers and patterns. Pupils across the school learn different ways to solve problems. They work well together and confidently share their reasoning. Teachers encourage pupils to be independent. They provide extra challenges which pupils enjoy. Almost all pupils gain knowledge quickly. They remember what they have learned.

In music lessons, pupils learn to play a variety of musical instruments such as ocarina, recorder, ukulele, guitar and keyboards. They learn the skills they need to compose and perform their own music. Pupils learn about a wide range of musical styles. They say they enjoy their music lessons. The music teacher knows the pupils well. He helps pupils to learn the knowledge they need to develop their skills. Pupils also have opportunities to learn to play other instruments and join the school choir and rock band.

Leaders know the importance of helping pupils quickly learn to read. They say that they want pupils to 'learn to read so that they can read to learn'. Children in the early years learn phonics from the very start. In key stages 1 and 2, teachers provide extra support for a small number of pupils who struggle with reading. Leaders have planned a reading curriculum that helps all pupils to read fluently. Pupils learn challenging vocabulary. They say that they enjoy reading, including poetry and non-fiction.

Teachers have strong subject knowledge. They plan interesting activities to engage pupils. Pupils respond positively. Teachers ask pupils questions to check how well they are learning. Most pupils are keen to volunteer to give answers. Sometimes, some pupils lack the confidence to volunteer to answer questions. Teachers do not always check how well these pupils understand what they are learning.

Leaders are ambitious for pupils with SEND. They make sure that pupils with SEND can access the same lessons as the other pupils. Pupils with SEND engage with learning positively. Teachers encourage pupils with SEND to be independent. They know how to support them when they need it.

Teachers share leaders' very high expectations for behaviour. Across the school, teachers reward pupils for good work and behaving well. In the early years, teachers help children learn the skills they need to work together so that they are ready for the next steps. Older pupils understand the school's values.

Teachers enjoy working at the school. They say that leaders help them manage their workload. Governors and trustees provide strong support and challenge to leaders. They share leaders' ambition for what pupils can achieve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that checks are made when they employ staff. All members of staff are well trained in safeguarding. They know the importance of their role in keeping pupils safe.

Leaders make sure that any concerns about pupils are taken seriously. When concerns are raised, they take appropriate actions quickly, including getting advice from external agencies. Leaders keep detailed records.

Leaders are aware of the risks to their pupils. They teach pupils how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, teachers do not routinely check the learning of all pupils. Teachers do not check that pupils who do not confidently volunteer answers to questions have understood the important knowledge. Some pupils may not be learning, or understanding, what has been taught. Teachers need to check that all pupils are learning, and they need to help those pupils who have misconceptions.
- Leaders have planned ambitious curriculums for all subjects. In some subjects, curriculum plans do not precisely identify the knowledge that pupils should learn. In these subjects, leaders cannot accurately check how well pupils are learning the curriculum. Leaders need to ensure that curriculum plans identify the knowledge that they want pupils to learn and how they expect teachers to check learning.

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 first ungraded inspection since we judged the school to be good in March 2018.

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	146009
Local authority	West Northamptonshire
Inspection number	10254890
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	Board of trustees
Chair	Andrew Brodie
Headteacher	Miss Karen Morris
Website	www.oldstratfordschool.org.uk
Dates of previous inspection	6 and 7 March 2018, under section 5 of the Education Act 2005

Information about this school

- This school uses no alternative providers.

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 his evaluation of the school.
- The lead inspector met with the headteacher, the deputy headteacher and the SENDCo.
- The lead inspector met with the chief executive and another representative of the Grand Union Partnership multi-academy trust.
- The lead inspector met with the chair of the governing body and some other governors.
- The lead inspector carried out deep dives in mathematics, music and reading. 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 observed some pupils reading to a familiar adult.

- The lead inspector also spoke to leaders about the wider curriculum and looked at some samples of pupils' work in some other subjects.
- The lead inspector spoke to leaders about the curriculum for personal, social and health education and spoke to some pupils to hear their experiences.
- The lead inspector spoke to leaders about the curriculum for the early years and visited the Reception class.
- The lead inspector spoke to some parents and considered the responses to the parents' survey.
- The lead inspector evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

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