

# Inspection of Stimpson Avenue Academy

Stimpson Avenue, Northampton, Northamptonshire NN1 4LR

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Inspection dates: 18 and 19 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Pupils enjoy attending this diverse and inclusive school. They feel safe and say the best thing about school is the kind staff. The school expects all pupils to 'dream, believe, and achieve'. Pupils understand this. There are high expectations for all pupils to achieve their best, no matter what.

Over three quarters of all pupils have English as an additional language (EAL). Staff ensure that there are no limits to their experiences or learning. Most pupils show respect for one another.

The members of the junior leadership team are immensely proud of their roles. They value being able to have an impact on school life. They organised the new garden and created the 'buddy bench' to encourage friendships.

The positive relationships between staff and pupils are clear to see. Staff have high expectations for all pupils to behave well. Most pupils do behave well.

Pupils benefit from an exemplary personal development offer. They are aware of the importance that everyone should be treated equally and fairly. Pupils are very well prepared for their next steps.

Parents and carers are positive about the school. A comment which was typical of many was 'the staff at this school go beyond to make sure every child is happy and feels safe'.

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

Leaders have worked hard to construct an ambitious curriculum. It meets the needs of all pupils at Stimpson Avenue. The curriculum sets out the knowledge leaders want pupils to know right from the early years to Year 6. Leaders help pupils to develop their enthusiasm and curiosity for all the subjects they study. For instance, in art and design, following a demonstration where the teacher revealed the print, pupils gave a collective 'wow'.

Teachers are confident in delivering the curriculum. The activities are well matched to the intended learning. Most teachers identify pupils' misconceptions and help them to correct them. Pupils' presentation in most books shows how proud they are of their work.

Teachers check what pupils know before moving on to new learning. Pupils know the value of being able to recall important knowledge. They understand why they do this in all lessons. Most pupils know and remember their previous learning across the curriculum.

Reading is a priority at this school. Leaders have carefully organised the reading curriculum, so pupils quickly become accurate readers. Children begin to learn to read as soon as they start school. Pupils who struggle get the support they need to catch up. Pupils quickly develop their phonics knowledge, which helps them to read books. These books are carefully matched to their understanding. Pupils with EAL learn to read as soon as they start at the school. Teachers encourage parents to join in with 'share a story' time. Pupils enjoy reading and have access to a good selection of books in the school library.

Children in the early years have a strong start to their education. The environment is bright and inviting for all children. They are fully engaged in their learning. Adults interact skilfully with children to deepen their learning of number and language. Children play together cooperatively and enjoy expressing themselves. They were proud to show off their mermaid and pirate costumes during a themed day. Children follow well-established routines. They are well prepared for their next steps.

Pupils with special educational needs and/or disabilities (SEND) are well supported in lessons. They access the same curriculum as their peers. Pupils know how to get the help they need, including using equipment or asking for help. Not all targets for pupils with SEND are as ambitious or precise as they could be. Some staff do not have a good enough understanding of next steps for these pupils.

Leaders have carefully considered the ways they can support pupils' wider development. Pupils benefit from a wealth of additional opportunities. These include a wide range of clubs, trips, visitors and experiences. These help to develop pupils' cultural understanding well. Leaders work hard to enhance pupils' sense of identity. Pupils have a good understanding of peoples' differences, other faiths and fundamental British values. The school provides extremely high-quality pastoral care for all pupils.

Staff are proud to work at this school. They feel leaders go above and beyond to support them with their workload and well-being.

Leaders have worked hard to make the necessary improvements following the previous inspection. They continue to drive improvements at pace. The work leaders have undertaken to enhance pupils' personal development is well embedded.

Those responsible for governance offer challenge and support to leaders in order to help them improve the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff know that safeguarding is everyone's responsibility. All staff receive regular training and updates to enable them to identify pupils who may be at risk of harm. Staff understand the importance of reporting everything, no matter how small the concern may seem. Leaders keep detailed records. These

show that leaders act quickly to get the right help for pupils and their families. Leaders work effectively with external agencies when necessary.

Pupils know they can share any worries with staff. They feel listened to. Pupils learn how to keep themselves safe, including when using social media.

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

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

- Pupils with SEND get the help that they need to access the curriculum. However, some of the targets that are set for these pupils are not yet precise or ambitious enough. This means that staff are not clear about how improvements will be measured over time. Leaders should ensure that targets for pupils with SEND are ambitious, clear and measurable.

## **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>	140628
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10268237
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	441
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Kevin Compton
<b>Headteacher</b>	Zoe McIntyre (executive headteacher) Luci Clapton (head of school)
<b>Website</b>	<a href="http://www.stimpson.emat.uk">www.stimpson.emat.uk</a>
<b>Date of previous inspection</b>	30 June 2021, under section 8 of the Education Act 2005

## Information about this school

- There is a breakfast and after-school club run by the governing body.
- The school does not currently use the services of alternative provision.
- The school is part of the East Midlands Multi-Academy Trust.

## Information about this inspection

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

- This was the third routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with: the executive headteacher; the head of school; the deputy headteacher; trust leaders, including the chief executive officer; members of the board of trustees, including the chair; and the chair of the local advisory board.

- Inspectors carried out deep dives in early reading, English, mathematics, science, history, and art and design. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. Inspectors also observed some pupils reading to staff.
- The lead inspector reviewed the school's safeguarding procedures, including the single central record and child protection and safeguarding policies. She met with the designated leaders for safeguarding.
- The inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View.
- The inspectors considered the views of staff gathered through meetings with groups of staff and through responses to Ofsted's online questionnaire for school staff.
- The inspectors observed behaviour in lessons and during breaktimes and lunchtimes.
- The inspectors met with pupils both formally and informally and considered responses to Ofsted's online questionnaire for pupils.
- The inspectors looked at documents relating to self-evaluation, school improvement, attendance and behaviour, the curriculum and governance.

### **Inspection team**

Anita Denman, lead inspector	His Majesty's Inspector
John Craig	Ofsted Inspector
Gayle Bacon	Ofsted Inspector
Dawn Ashbolt	His Majesty's Inspector

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