

Inspection of Stakeford Primary School

East Ford Road, Stakeford, Choppington, Northumberland NE62 5TZ

Inspection dates: 13 and 14 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Stakeford Primary is a friendly and inclusive school. Staff have created an environment that makes pupils feel happy, safe and welcome. Staff really get to know every pupil. It is a place where children come first.

Pupils enjoy coming to school. They are proud of their school and being part of the community. Pupils behave well. They move around the school sensibly and sit and chat together calmly in the dining hall. Children learn these behaviours from the moment they join the school. Bullying is rare and, if it happened, pupils know that any adult in school would deal with it quickly.

Pupils are keen to learn and they have positive attitudes. They are now benefiting from an ambitious curriculum that meets the needs of all pupils. Teaching takes account of children's individual starting points in the early years. This helps to make sure that children are ready to move on to Year 1. Pupils enjoy a curriculum that is broad and balanced. Overall, pupils, including those with special educational needs and/or disabilities (SEND), achieve well by the end of key stage 2.

Pupils enjoy a range of visits and visitors that add to the curriculum. For example, pupils recently visited a national centre for children's books and enjoyed an author visit for World Book Day.

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

Since the last inspection, the school has made significant improvements to the curriculum. Pupils benefit from learning that is well planned and adapted to their needs. Staff have good subject knowledge, which is supported by a range of professional development opportunities.

Subject leaders in school have some opportunities to check whether the recently developed curriculum is being taught to all pupils. However, there is not a consistent system in place currently that helps leaders to see if the curriculum is having a positive impact on helping pupils to achieve. Leaders are aware of this and have plans in place to address the issue.

The school identifies the additional needs of pupils with SEND quickly and accurately. Staff adapt the delivery of the curriculum to meet the needs of these pupils successfully. The school works very effectively with a range of external specialists, parent and carers to help pupils with SEND achieve well.

Reading is a priority in school. Staff make sure that children from two-year-old provision onwards are prepared for their phonics journey. The school has trained staff so that they are equipped to deliver the phonics programme well. Staff skilfully support pupils to keep up with the reading programme. The school has invested heavily in providing high-quality books for pupils to develop their love of reading.

The provision for all children in early years is a strength of the school. Children settle in quickly. Children benefit from skilful modelling of language use by adults. This helps them to develop social skills. They enjoy talking to visitors and retelling stories that they have just learned, for example, Goldilocks and the Three Bears, complete with bear masks!

Children in early years receive a well-thought-out and ambitious curriculum that focuses on reading and language development. As a result, they are now prepared for moving into key stage 1. When talking to pupils in Years 1 and 2, they are able to remember and talk about what they have learned across different subjects. This learning helps pupils to make good progress. However, this has not been reflected in the latest national test results in 2003 for key stage 1.

Typically, in lessons, staff carefully and effectively assess pupils' knowledge and skills to check whether they have a secure understanding and are ready to move on to the next part of their learning. However, sometimes, these checks are not done quickly enough. As a result, when pupils are ready to move on they are delayed. This impacts on the amount of progress they can make in lessons.

Children quickly learn to follow routines in the early years. Their behaviour is good. Pupils across all year groups show positive behaviours in the classroom and around the school. Attendance is a high priority. The school supports families very well to make sure that pupils attend on a regular basis.

Governors have a good understanding of the school and the challenges that it faces. They regularly visit school to question subject leaders about the curriculum and the impact it is having on pupils' progress. As a group, they hold leaders in school to account.

Staff appreciate the consideration the school gives to their workload when changes are introduced. This helps staff to feel valued and supported in their roles. Staff are proud to be part of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not check consistently well in lessons as to when pupils are ready to move on in their learning. This means that, sometimes, staff are not clear about how pupils are progressing and when pupils need to be challenged further. In addition, the pace of learning in lessons slows down. The school should

implement a school-wide approach to ongoing assessment in lessons.

- The school's systems are not consistently used well in checking how the curriculum is helping pupils to achieve. It means that leaders cannot be fully assured the newly developed curriculum is having the intended impact on pupils' outcomes. The school should ensure a consistent system is in place to enable leaders to check the impact of the curriculum on pupils' progress.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122178
Local authority	Northumberland
Inspection number	10290109
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	The governing body
Chair of governing body	Jackie Rowell
Headteacher	Julie Hall
Website	http://www.stakeford.northumberland.sch.uk/
Dates of previous inspection	12 and 13 July 2022, under section 8 of the Education Act 2005

Information about this school

- The school started a provision for two-year-olds in 2018.
- The school does not use any alternative provision.
- The school runs an on-site breakfast and after-school club.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, the 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. They also listened to pupils read individually and as part of classroom activities.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- Inspectors spoke to leaders, teachers, support staff and pupils. The lead inspector met representatives of the local governing body.
- The lead inspector met with the local authority education adviser who supports the school.
- Responses to pupil, parent and staff surveys were also taken into account.

Inspection team

Anne Vernon, lead inspector

Ofsted Inspector

Simon Ward

Ofsted Inspector

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