

Inspection of an outstanding school: Sidney Stringer Primary Academy

Bath Street, Coventry, West Midlands CV1 5GU

Inspection dates:

28 and 29 February 2024

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The executive headteacher of this school is Emma McCann. This school is part of the Sidney Stringer Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Claire Turpin, and overseen by a board of trustees, chaired by Julie Sullivan.

What is it like to attend this school?

Pupils at Sidney Stringer Primary take great pride in their school. Many pupils say that 'Sidney Stringer is a place of hope, determination, cooperation and equality.' This is because the school is a happy place for the pupils thanks to the success in providing a broad and rich educational experience for them. Pupils speak very highly of the number of clubs, trips and visitors which leaders organise for them.

In general, pupils learn well at the school due to the ambitious curriculum which the leaders have designed. Leaders are determined that Sidney Stringer is a fully inclusive school, and are successful in ensuring that pupils from all backgrounds are supported to achieve well. They work effectively with parents and external agencies to ensure that this is the case.

Pupils behave very well at the school as leaders have established a strong culture of high expectations and mutual respect. Pupils are polite and courteous towards each other and visitors. In lessons, they listen attentively and work well collaboratively. They relish the opportunities to take leadership positions which help them to improve the school for others.

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

Reading is a fundamental priority for all pupils at Sidney Stringer given their differing starting points in English. The school's work on early reading is effective in ensuring that all pupils are well supported to learn how sounds correspond to letters or groups of letters. This starts as soon as pupils start in Reception. Skilled staff support pupils who are at risk of falling behind, such that they catch up rapidly. As a consequence, pupils are able to read with appropriate fluency, and they speak enthusiastically about the books they read and take home.

Leaders are rightly proud of their inclusive school and this is especially the case for pupils with special educational needs and/or disabilities (SEND). These pupils have their needs accurately identified and appropriate support is put in place to enable them to access the curriculum alongside their peers, whenever this is possible. External agencies are used appropriately to support the provision for these pupils and to train staff. These pupils achieve well, therefore.

For the most part pupils learn the intended curriculum well thanks to effective teaching. However, on occasions, teachers do not use assessment consistently to check whether pupils have understood key knowledge. As a result, misconceptions can persist. In addition, the selection of learning activities sometimes does not securely build on what pupils already know. This means that some pupils do not learn the curriculum as securely as leaders intend.

The school has high expectations around pupils' behaviour and pupils respond positively to these. They understand the school's values of care, achieve, respect, determination, cooperation and responsibility, as these are explicitly taught in the school's curriculum. Appropriate actions are taken when pupils struggle to meet leaders' expectations, including the support of external agencies. Attendance is high and the school is proactive and strategic in its management of cases of pupil absence.

The school places considerable emphasis on the personal development of its pupils. Large numbers of pupils take part in the many trips and visits that are organised. Pupils also enjoy the many clubs and opportunities they have during the school day. Pupils are very clear about how leadership opportunities help them to contribute to the development of the school. Thanks to the 'Stringer' and 'Values' curriculum, they understand the importance of respect for others, how to keep themselves safe and how to maintain healthy relationships.

Leaders are mindful of staff workload and work proactively with them. Staff report high levels of pride in working at the school. Those responsible for governance are committed to the school and work closely with leaders in the school. They discharge their statutory responsibilities appropriately.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not always used precisely enough. This means that, on occasions, teachers miss opportunities to identify when pupils have not understood key learning. The school should ensure that all teachers are skilled in using assessment effectively to identify and promptly address any misconceptions.
- In some lessons, the selection of learning activities is sometimes less precise. As a consequence, the learning activities do not consistently enable pupils to securely extend their knowledge and skills based on what they already know. The school should ensure that the curriculum in these subjects is coherently delivered such that each learning activity selected consistently enables pupils to deepen their learning over time.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in April 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](#)' 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	141938
Local authority	Coventry
Inspection number	10322872
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	425
Appropriate authority	Board of trustees
Chair of trust	Julie Sullivan
CEO	Claire Turpin
Executive Headteacher	Emma McCann
Website	www.sidneystringerprimary.org.uk
Dates of previous inspection	24 and 25 April 2018

Information about this school

- The school is part of the Sidney Stringer Multi Academy Trust, which comprises five schools.
- The school uses one registered alternative provider.
- The executive headteacher also oversees another school in the trust.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: 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' interests first.

- As a part of this inspection, the inspector met with the governors, a representative of the directors, employees of the trust, senior leaders, subject leaders and teaching staff, as well as other employees in the school. He also reviewed governor and trust minutes and reports.
- The inspector carried out deep dives in: early reading, mathematics and history. He also looked at examples of pupils' work in other subjects. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. He also spoke with leaders about the curriculum design in science.
- The inspector observed pupils reading to a familiar adult.
- The inspector reviewed the school's extra-curricular activities, enrichment programme and their careers and personal development programmes with leaders and pupils.
- The inspector reviewed the school's behaviour and attendance records with school leaders.
- The inspector met with members of staff and spoke to pupils, both formally and informally, at various points in the inspection. He took account of responses to a staff survey, and Ofsted Parent View, including the free-text responses.

Inspection team

Andrew Madden, lead inspector

His Majesty's Inspector

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