

Inspection of a good school: Stretton Sugwas C of E Academy

Stretton Sugwas, Hereford, Herefordshire HR4 7AE

Inspection dates:

26 and 27 June 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive at this happy school. They value the opportunities that they have to make a difference to school life. Pupils talk about how they embody the school's motto of 'each bee plays a part in the hive' through the wealth of leadership opportunities available to them. Some pupils contribute to the subject curriculums by being part of 'Global Gang' or 'Story Swarm' for example. Others are kindness ambassadors, assembly monitors, Year 5 buddies or belong to the pupil well-being group, 'The Beekeepers'. Everyone has the opportunity to shine at this school.

Pupils are eager to do well. They work hard and produce their best work. In early years, children are curious and keen to learn. Pupils enjoy forest school and the activities that enrich the curriculum, such as languages day and Hereford history day. This is a school where all pupils are challenged and supported to do their very best.

Pupils are respectful of one another and of adults. Behaviour in lessons and around the school is exemplary. Pupils understand that some of their peers need more help than others to manage their emotions well. Pupils speak positively about the excellent care they get from staff.

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

The school's values are the golden thread that runs through the school. They permeate all parts of school life. The school's ambitious curriculum is enhanced by these values and pupils are challenged to think deeply about how what they learn links into their responsibilities as global citizens. Teachers follow the sequencing of the curriculums, skilfully adapting activities to meet the needs of the pupils in their class. Teachers'

assessments inform the curriculum well. Interventions are put in place quickly across all subjects to make sure that all pupils know and remember the important information that they have been taught before moving on to the next topic. Because of this, and because of staff's excellent subject knowledge, pupils, including those with special educational needs and/or disabilities (SEND), achieve very well.

Reading is prioritised. The well-stocked and inviting library is at the heart of the school. From nursery, children enjoy being read engrossing stories and pupils are eager to talk about the books that they enjoy. The phonics curriculum is delivered by expert staff. Pupils who struggle to learn certain sounds are identified quickly and given support so that they keep up with their peers. As a result, pupils learn to read fluently.

Children in the early years are well-motivated and eager to succeed. They share, take turns and play together well. The curriculum is very well planned and children explore and make links across their learning. Early mathematics provides children with a secure understanding of number. Phonics is promoted exceptionally well. Many children in pre-school are already beginning to read before they join Reception. There are no limits to what children in early years can achieve.

Pupils with SEND are identified quickly. Staff receive high-quality training to make sure that the needs of pupils are met. The school is tireless in making sure that all pupils receive the support and help that they need. This means that pupils with SEND are very well prepared for their next steps.

Pupils benefit from an extensive range of trips and activities. There is something for everyone to enjoy. Pupils learn about different languages and cultures through school links in Wales, Germany, French-speaking Canada and Pakistan. Pupils understand and value difference. They enjoy social action events, such as the speech festival, international debating competitions and the 'scarecrow challenge'. Pupils are quick to spot how they can help other people locally and internationally.

All leaders at the school, including those responsible for governance, lead with integrity. They are constantly seeking ways to improve and to ensure that all pupils are the best that they can be. They are passionate advocates for the community, making careful decisions that will positively impact the school in years to come.

Staff are overwhelmingly positive about working in the school. They value the support they get, professionally and personally, from leaders and from each other. Well-being is prioritised. The school makes sure that workload is well managed. Staff enjoy the culture of kindness and so, in turn, do pupils.

Safeguarding

The arrangements for safeguarding are effective.

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 second ungraded inspection since we the school to be good in May 2014.

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 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

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| Unique reference number | 138055 |
| Local authority | Herefordshire |
| Inspection number | 10343969 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 201 |
| Appropriate authority | Board of trustees |
| Chair of trust | Richard Griffiths |
| Executive Headteacher | Alex Davies |
| Website | www.strettonsugwas.com |
| Dates of previous inspection | 29 January 2019, under section 8 of the Education Act 2005 |

Information about this school

- The head of school is Ben Ford.
- The school is a Church of England school. It received its last section 48 inspection in May 2022.
- The school does not use alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector spoke to the executive headteacher, the head of school and other school leaders, the special educational needs coordinator, the chair of the trust and two trustees.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teacher, spoke to pupils about their learning and looked at samples of pupils' work.
- In addition, the inspector visited a number of lessons and looked at a sample of pupils' books across the curriculum.
- The inspector visited the early years provision.
- The inspector listened to some pupils read to a familiar adult.
- 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.
- The inspector reviewed the school's documentation.
- The inspector took account of the online staff survey.
- The inspector spoke with pupils and took account of the online pupil survey.
- The inspector took account of the views of parents on Ofsted Parent View.

Inspection team

Claire Price, lead inspector

His Majesty's Inspector

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