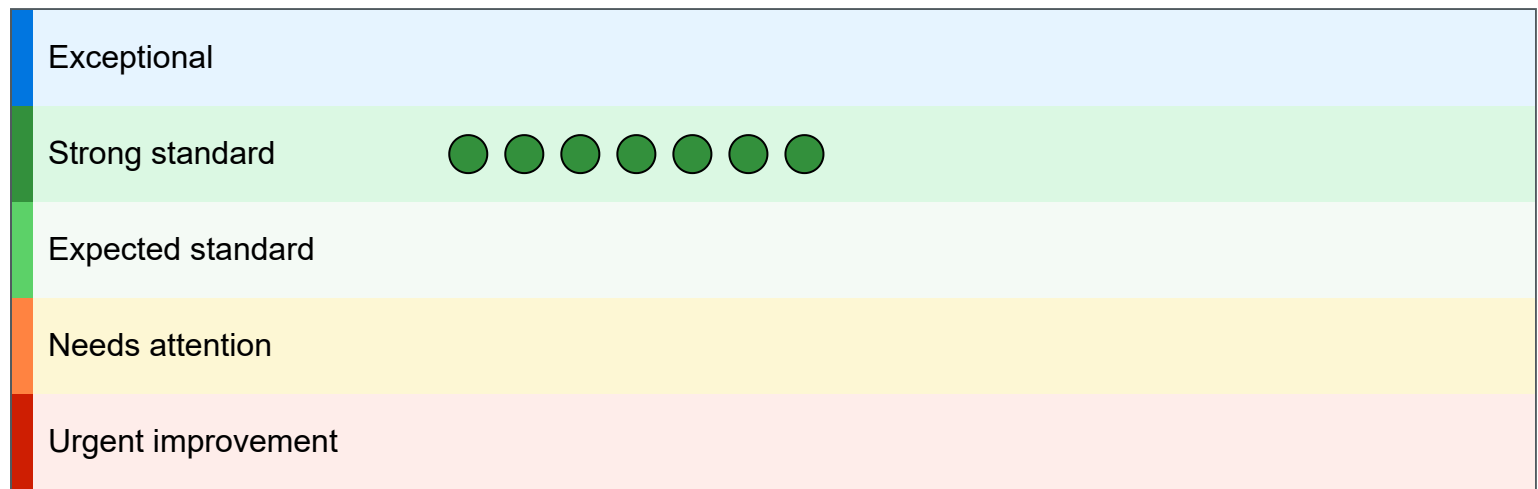


Sidney Stringer Primary Academy

Address: Bath Street, CV1 5GU

Unique reference number (URN): 141938

Inspection report: 18 November 2025



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve well by the time they leave the school. They are well prepared for secondary school. There is a sharp focus on developing pupils' vocabulary, communication skills, phonics awareness and basic mathematics as soon as they start in early years. This is to ensure that pupils secure the basics they need to enable them to deepen their knowledge of the curriculum as they move through the school. Pupils confidently apply this foundational knowledge to learn more complex concepts as they move through the curriculum.

Disadvantaged pupils, those with special educational needs and/or disabilities, and vulnerable pupils are very well supported. The school prioritises these groups of pupils to ensure that their barriers to learning and wellbeing are reduced. As a result, all pupils make very impressive progress through the curriculum. Pupils' attainment in national examinations is typically above the national average.

Attendance and behaviour

Strong standard ●

Leaders manage attendance very effectively. They provide appropriate support to families. Leaders spot trends over time because of well-established systems that allow them to analyse patterns. This means that they address poor attendance quickly and work effectively with parents and carers. Leaders' actions to identify and tackle barriers result in attendance that is close to the national average and is improving. More recently, these actions have secured rapid improvement in the attendance of individuals and groups of pupils, including those who are disadvantaged or have special educational needs and/or disabilities.

Leaders have established a culture where expectations of pupils' behaviour are very high. As a result, pupils thrive and flourish. Leaders rigorously monitor behaviour patterns and trends. Additionally, vulnerable pupils are closely supported to manage their behaviour well. This is particularly effective when teaching pupils to manage their emotions. All staff are well trained in the school's behaviour approach. As a result, staff apply the policy consistently. Younger pupils learn how to behave well by following the example of older pupils, who are positive role models. Pupils show self-discipline and demonstrate positive attitudes towards their learning. Any form of discrimination, including bullying, is very rare.

Curriculum and teaching

Strong standard ●

The school has developed a well-structured curriculum that helps pupils build secure knowledge in a logical order in all subjects. Leaders place particular emphasis on pupils gaining the essential knowledge they need to progress, particularly in early reading, writing and mathematics. These areas are prioritised to secure the knowledge that pupils need for future learning.

Leaders have created a professional culture that supports staff in the continued development of their teaching. This helps staff develop deep subject knowledge in all curriculum areas. As a result, teaching is highly effective across the school. Staff model

subject-specific vocabulary and use well-chosen strategies that deepen pupils' understanding. Less experienced teachers benefit from expert mentoring, while the most skilled staff provide additional support for pupils who need it. This helps these pupils to overcome barriers to their learning.

Across the curriculum, teachers design purposeful activities and give pupils regular opportunities to practise and embed key knowledge. This highly consistent approach enables pupils to become confident learners and achieve well. Teachers check pupils' understanding often and use this information to address gaps. Where needed, they provide extra support to help pupils keep up. Adaptations for pupils with special educational needs and/or disabilities are thoughtful and very effective. This enables all pupils to successfully access the curriculum.

Early years

Strong standard 

Children settle very well into school in Reception Year. Routines are quickly established. Staff get to know the children extremely well. Leaders have designed a curriculum which takes into account children's different starting points. Each area of learning is well sequenced to ensure that children are well prepared for Year 1. Leaders ensure that the prime areas of learning underpin children's readiness for what comes next.

Children quickly begin to learn phonics. They practise these skills regularly. This means that the majority of children learn the sounds they need to read words. Staff make sure that any gaps in children's phonics knowledge are swiftly addressed, for example by working with these children individually at the start of the school day.

The children's day is full of high-quality interactions with adults. Staff relentlessly focus on important prior learning while children are playing. For example, children are encouraged to use the words 'big' and 'small' from their learning in mathematics while drawing caves in the outside area.

Staff engage effectively with parents to discuss children and their progress. Parents and carers are kept well informed about their child's learning in school.

Inclusion

Strong standard 

Inclusion is at the heart of everything at Sidney Stringer Primary Academy. Disadvantaged pupils and those with barriers to their learning and wellbeing are at the forefront of leaders' thinking. Leaders swiftly and accurately assess pupils' academic and pastoral needs upon entry. Their rigorous monitoring and deep knowledge of pupils means they identify emerging barriers quickly. Leaders use this information to ensure that appropriate support is in place as early as possible. As a result, pupils' barriers to learning and wellbeing are reduced. Leaders ensure that staff develop professional expertise to effectively implement support and review its impact regularly. This leads to pupils' needs being met at the earliest stage.

The school has an excellent understanding of the community it serves. Staff care deeply and are passionate about enhancing experiences and opportunities for disadvantaged pupils, those with special educational needs and/or disabilities and those known (or

previously known) to social care. Additional funding for disadvantaged pupils is spent effectively and thoughtfully, which has a highly positive impact on pupils' outcomes and experiences. Leaders understand the barriers that disadvantaged pupils face and tirelessly work to remove them so that every pupil can succeed. This leads to a positive culture of belonging for all.

Leadership and governance

Strong standard ●

Leaders have developed a culture of high ambition and professionalism. There are high expectations of staff, and these are realised through a positive, supportive ethos, which enables staff and pupils to thrive at the school. Leaders understand the school's context very well. As a result, pupils' individual needs and barriers are identified early and supported well. There is a very clear rationale for school development priorities. Staff at all levels know these and receive the right training and support to develop their practice to focus on these priorities. For example, the current priority to maximise pupils' learning is evident in all areas of the school's work.

The trust and governing body are very effective in carrying out their roles. They have a detailed understanding of the school's strengths and priorities for improvement. Those responsible for governance have thorough systems to ensure that leaders are held accountable for the school's performance. Leaders are ambitious for all pupils. There is a relentless drive to ensure that the most vulnerable pupils are always considered when decisions are made. As a result, pupils thrive at the school.

Staff's workload and wellbeing are well managed by leaders. Leaders have embedded a high-quality professional development programme that builds staff expertise and confidence, including for early career teachers. Staff describe the school as being like a 'big family' where everyone supports each other.

Parents and carers are extremely positive about the school and the support it provides to children and their families.

Personal development and well-being

Strong standard ●

The school ensures that every pupil benefits from a personal development programme that provides memorable and meaningful opportunities and experiences. Pupils speak with gratitude and excitement about the regular trips and range of clubs on offer. Leaders have carefully planned these to enhance the curriculum. This results in academic and pastoral barriers being quickly reduced and a shared sense of belonging. The school makes reasonable adjustments to ensure that every child can access every experience. This greatly enhances opportunities and experiences for all.

The personal development programme is thoughtfully designed and is underpinned by a deep understanding of the local context. Leaders have thought hard about what they want pupils to learn and how they want them to conduct themselves. This results in pupils developing detailed knowledge across all areas of the programme, which includes personal, social, health and economic learning. For example, pupils learn about different aspects of

financial literacy such as needs and wants, savings and debt. This helps prepare pupils for the next stage of their lives.

The school's work developing character, cooperation, resilience and conflict resolution is highly effective. Respect, diversity and cultural understanding are embedded in the curriculum, teaching and interactions throughout the day, which results in pupils treating one another with respect. Fundamental British values are celebrated. Pupils have a detailed understanding of healthy relationships and are sensitive to their own and others' emotions, which helps them to support one another. Pupils know how to stay safe both online and offline.

Disadvantaged pupils, those with special educational needs and/or disabilities and those known (or previously known) to social care particularly benefit from the school's personal development programme. Leaders' deep understanding of these pupils has ensured that they gain rich experiences and knowledge that prepare them very well for life beyond school.

What it's like to be a pupil at this school

Sidney Stringer Primary Academy is an inclusive school where pupils flourish. They receive an excellent start to their education. There is a collective vision to ensure pupils 'believe, achieve and succeed'. Staff at the school have high expectations for all pupils. Pupils live up to these expectations in every aspect of school life. This is reflected in the very positive outcomes that they achieve by the time they leave the school. This is especially the case for disadvantaged pupils. At every stage, pupils are very well prepared for their next steps.

Staff know pupils and families very well. They recognise the school's importance at the centre of the community. Relationships between staff, pupils and families are positive. As a result, the school identifies and supports individual pupils' needs effectively. This enables pupils to achieve well. One parent's comment captured this well: 'This school is totally focused on the children.'

Pupils love coming to school to learn. The range of trips to enrich the curriculum is a strength of the school. Enrichment experiences give pupils real life examples to reflect on. Pupils love these experiences and say that they help them with their learning back in school. The school ensures that extra-curricular opportunities are always available to all pupils. Staff are determined to enrich all pupils' lives to help them prepare for life in modern Britain.

Pupils' behaviour is exemplary. There is a calm and purposeful environment in classrooms and around the school. Pupils show very positive attitudes to their learning. This begins in the early years, where children quickly learn and follow daily routines. Pupils are polite and respectful. They trust adults to listen to them and support them if they are worried about anything. As a result, pupils feel safe and cared for in school.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

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.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the executive headteacher, the associate headteacher and other leaders. They also spoke with representatives of the trust, including trust leaders, trustees and members of the local governing body, during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Executive Headteacher: Emma McCann

Lead inspector:

Matt Fletcher, His Majesty's Inspector

Team inspectors:

Barry Yeadsley, His Majesty's Inspector

Su Plant, His Majesty's Inspector

Matt Seex, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 18 November 2025

School and pupil context

Total pupils

421

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

47.51%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.56%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with Special Educational Needs (SEN) support

20.67%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25	69%	62%	Close to average
2023/24	66%	61%	Close to average
2022/23	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	74%	Above
2024/25	83%	75%	Above
2023/24	80%	74%	Close to average
2022/23	82%	73%	Above

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25	74%	72%	Close to average
2023/24	73%	72%	Close to average
2022/23	79%	71%	Above

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25	79%	74%	Close to average
2023/24	80%	73%	Close to average
2022/23	82%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	46%	Above
2024/25	61%	47%	Above
2023/24	54%	46%	Close to average
2022/23	88%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	62%	Above
2024/25	75%	63%	Above

Year	This school	National average	Compared with national average
2023/24	69%	62%	Close to average
2022/23	96%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	59%	Above
2024/25	68%	59%	Close to average
2023/24	65%	58%	Close to average
2022/23	92%	58%	Above

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	60%	Above
2024/25	79%	61%	Above
2023/24	77%	59%	Above
2022/23	92%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	-1 pp
2024/25	61%	69%	-9 pp
2023/24	54%	67%	-14 pp
2022/23	88%	66%	21 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	80%	0 pp
2024/25	75%	81%	-6 pp
2023/24	69%	80%	-10 pp
2022/23	96%	78%	18 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	78%	-3 pp
2024/25	68%	78%	-10 pp
2023/24	65%	78%	-12 pp
2022/23	92%	77%	14 pp

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	82%	80%	2 pp
2024/25	79%	81%	-2 pp
2023/24	77%	79%	-3 pp
2022/23	92%	79%	12 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	5.7%	5.1%	Close to average
2023/24	6.5%	5.5%	Above
2022/23	6.6%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	17.8%	14.3%	Above
2023/24	18.6%	14.6%	Above
2022/23	17.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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