

# Inspection of an outstanding school: Stratford-Upon-Avon Primary School

Broad Street, Stratford-upon-Avon, Warwickshire CV37 6HN

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Inspection dates:

21 and 22 May 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 headteacher of this school is Gillian Humphriss. The school is part of Community Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Philip Hamilton, and overseen by a board of trustees, chaired by Simon Atkins.

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

Pupils and staff are rightly proud of the kind, caring culture in their school. Everyone looks out for each other, and pupils demonstrate the importance of respect in all they do. They feel safe and their 'network of five' means there is always someone they can talk to if they have any worries.

From Reception onwards, the school has high expectations and aspirations for its pupils. These are embraced by all. Pupils work hard in lessons and take pride in the work they produce. At social times, they play well together and make the most of the range of play equipment on offer.

Pupils play an active part in supporting the school community. They know their voice is listened to via the school council. Year 6 pupils take on many leadership roles. These include being house captains, digital monitors and librarians. They also act as 'buddies' for children in Reception, forming close relationships with their individual buddies.

There is a wealth of opportunities for all pupils to participate in trips, clubs and performances. The personal development pupils gain from these experiences is one of the reasons why Year 6 pupils leave the school ready to embrace the next phase of their education.

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

The school's curriculum is broad and ambitious. It has been designed to ensure learning builds over time from Reception to the end of Year 6. It is successfully accessed by all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve well in the end of key stage national tests.

Children in Reception learn in a way that lays strong foundations for future success. They manage themselves well because of the clear routines that are in place. Their planned activities build on the adult-led learning. There is a high focus on the development of language and pupils enjoy using the new vocabulary they are learning, both with staff and each other.

There are some pockets of variation, across subjects and year groups, in how well the curriculum is implemented. Work is under way to resolve this. Most lessons are characterised by teachers' clear explanations and effective questioning. There is some excellent practice in checking that pupils have understood their learning in mathematics, with precise support offered where gaps are noticed. Sometimes pupils are unsure about how they are improving in each subject because this has not been made clear to them during the learning process.

The school prioritises learning to read and becoming a confident, fluent reader. The school moved to a different phonics programme last year and there is some inconsistency in how it is currently being delivered by staff. The school is addressing this. There is effective support in place for those pupils who need support in keeping up and catching up with their reading. Pupils are very positive about reading, both in class and independently. They enjoy the reward of choosing a book from the vending machine.

Pupils with SEND are very well supported. Their needs are carefully identified and helpful strategies are shared with staff through pupils' personalised plans. Staff use these well to make effective adaptations to learning. This is why pupils with SEND make strong academic and social progress.

Parents and carers, as well as pupils, know the importance of good behaviour and attendance. On those occasions when pupils make the wrong choice, they learn how to get it right next time through the restorative conversations that take place. The school rarely has to use the most serious behaviour consequences. Attendance is excellent, helped by pupils' keenness to win one of the 'attendance dragons' for their class. The school's relentless work to reduce the number of pupils who are persistently absent is impressive.

The school's work to support pupils' personal development is excellent. The Stratford Experiences Pathway ensures all pupils experience the wider world and build resilience through residential trips. Pupils' cultural development is woven through the curriculum, as demonstrated in the range of learning on display in the Shakespeare Trail around the school. There is a commitment to representing and reflecting the diversity of the school community. Pupils visit different places of worship. For example, Year 2 recently visited the local synagogue.

The trust provides support and opportunities for the school. Staff value the professional development available to them. Pupils enjoy taking part in trust competitions. Trustees ensure that the school is meeting its responsibilities.

Parents have a high regard for the work of the school. One parent, reflecting the thoughts of many, said, 'This is a caring and thoughtful school.' It is.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The curriculum, including early reading, is not implemented to the same high standard across the school. These pockets of variation are across a small number of subjects and certain year groups. As a result, some pupils are not learning the whole curriculum in the same depth as others. The school should ensure that good practice is shared and built upon so that the quality of education is of a consistently high standard across all year groups.

## **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 December 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

<b>Unique reference number</b>	142581
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10322886
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Simon Atkins
<b>CEO of the trust</b>	Philip Hamilton
<b>Headteacher</b>	Gillian Humphriss
<b>Website</b>	<a href="http://www.stratfordprimary.co.uk">www.stratfordprimary.co.uk</a>
<b>Dates of previous inspection</b>	4 and 5 December 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is one of 16 academies in Community Academies Trust.
- An external provider runs before- and after-school provision on site.
- The school does not make use of 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 their evaluation of the school.
- The inspector met with the headteacher, other school leaders, trust leaders, including the CEO, the chair of the trust board and the chair of the school standards committee.
- The inspector carried out deep dives in art and design, reading and mathematics. For each deep dive, the inspector 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. The inspector listened to pupils read to a familiar adult and visited other lessons, including those in the early years.

- 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 considered the responses to Ofsted's staff and pupil surveys. They considered the responses to Ofsted Parent View, including comments submitted via the free-text facility.

### **Inspection team**

Nicola Beech, lead inspector

His Majesty's Inspector

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