

Sidney Stringer Primary Academy

Bath Street, Coventry, West Midlands CV1 5GU

Inspection dates

24–25 April 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- The executive principal, headteacher and governors have an incredibly strong vision for the future of this school. This is shared by a skilled and dedicated team of staff.
- Senior leaders are very ambitious for the school. They have high expectations and a strong focus is placed upon successfully securing the best outcomes for all pupils.
- Governors provide highly effective support and challenge. They have accurate understanding of the strengths and areas for improvement because of their regular visits to the school.
- Pupils enjoy an exciting curriculum. The rich themes of the curriculum enable pupils to develop extensive knowledge about the topics they study. Pupils develop impressive social skills and a deepening understanding of the world around them, including their local community. Consequently, they are well prepared for life in modern Britain.
- Children join the Reception Year with skills that are below those typical for their age. They make rapid progress because of excellent teaching. Children are very well prepared to start Year 1.
- Teachers plan work carefully to meet pupils' needs. As a result, pupils make strong progress in a wide range of subjects. Leaders recognise that on some occasions the progress of the most able pupils is less consistent than that of other pupils.
- Disadvantaged pupils make excellent progress, both academically and in their personal, social and emotional development. This is because pupil premium funding is very well directed with an emphasis on meeting their individual needs.
- Pupils who have special educational needs (SEN) and/or disabilities benefit from well-planned interventions. As a result, they make strong progress, particularly in reading, writing and mathematics.
- Pupils' behaviour in the classroom and around the school is exemplary. Relationships between all members of the school community are very respectful.
- Leaders at all levels benefit from excellent professional development, often provided through the multi-academy trust (MAT). There is a culture of self-reflection and a thirst for continuous improvement. Subject leaders are overwhelmingly positive about the support they receive.

Full report

What does the school need to do to improve further?

- Ensure that teachers use their knowledge of how well the most able pupils are doing to maximise opportunities to stretch and challenge them.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Since the school opened in September 2015, leaders and governors have worked determinedly to create a school that provides an excellent education for its pupils. Staff share this ambition and they work exceptionally hard to ensure that pupils' needs are met.
- Leaders, including governors, have a clear and accurate understanding of the strengths and areas for development of the school. This is reflected in leaders' self-evaluation and the targets they have set for future improvement.
- The highly skilled headteacher drives school improvement through her expert use of information collected during frequent checks of the quality of teaching and pupils' learning. Teachers and support staff understand that expectations of them are high and they appreciate that the training and support provided for them is personalised to their specific need. As a result, the quality of teaching throughout the school is very strong.
- The headteacher has been instrumental in the effective development of middle leaders. A coordinated plan of professional development delivered through both the MAT and well-chosen external providers has ensured that subject and key stage leaders are now able to play a very active part in monitoring, evaluating and improving the quality of teaching throughout the school. Middle leaders say that they feel supported, encouraged and challenged. They are able to demonstrate accurately how they are bringing about improvements to pupil achievement.
- Pupil premium funding is used exceptionally well to meet the needs of disadvantaged pupils. Teachers have a thorough understanding of these pupils' individual needs because their progress is tracked very carefully. Well-planned interventions are provided by support staff, who are timetabled very effectively to provide additional support where needed. Consequently, disadvantaged pupils are making strong progress across the curriculum in all year groups.
- The leadership of provision for pupils who have SEN and/or disabilities is highly effective. Leaders and teachers identify carefully the academic, physical, social and emotional needs of these pupils to ensure that highly appropriate support is provided. Leaders seek advice from professional experts when needed and provision is reviewed frequently. Additional funding is used very well to ensure that these pupils make the progress of which they are capable.
- Leaders have created an exciting and engaging curriculum that captures pupils' imagination well. Pupils talk enthusiastically about the different subjects that they enjoy. Leaders and teachers are passionate about creating real-life experiences for pupils and provide many opportunities for educational visits, visitors and practical experiences. This enables pupils to deepen their knowledge and understanding across all subject areas. Through many subject areas, there is a relentless drive for pupils to improve their skills in reading and writing, and evidence of this is seen throughout the school in displays that celebrate pupils' work.
- Throughout the curriculum there are opportunities for pupils to develop their spiritual, moral, social and cultural learning. They learn about the different faiths and cultures in their community, which includes visits to local places of worship. The school has a set

of shared values, which are used to plan purposeful opportunities for self-reflection and to consider the needs of others. Leaders ensure that pupils develop a secure understanding of British values through the curriculum. These values are very well promoted around the school.

- The school uses the primary physical education and sport premium funding it receives effectively to develop pupils' interest in sport and to train staff. Pupils have access to high-quality equipment. Leaders provide a range of extra-curricular sports activities and attendance at these clubs is high. Pupils are beginning to get involved in school sports competitions.

Governance of the school

- The governing body is passionate about the success of the school and is highly effective. They ensure that they have the relevant skills and expertise in order to carry out their roles well. The chair of governors is a director of the MAT and this ensures that the board of directors is well informed about the performance of the school.
- Governors have high expectations of leaders and staff. They make regular visits to the school to carry out planned monitoring activities where they make checks on the information that has been provided by leaders. They have a thorough understanding of the school's performance and challenge leaders through well-chosen questions. School leaders appreciate the support and challenge provided by governors.
- Governors are deeply committed to improving outcomes for pupils. They have supported the school in its drive to raise attendance and pupils' well-being is a priority.

Safeguarding

- The arrangements for safeguarding are effective.
- All staff are highly committed to keeping pupils safe. Leaders, governors and staff make sure that all safeguarding arrangements and policies are reviewed and up to date. The governor with responsibility for safeguarding carries out safeguarding checks on her visits to school.
- All staff have regular safeguarding training and are provided with updates frequently. This ensures that they have a thorough understanding of their roles and responsibilities. Staff know pupils and families very well and are able to provide additional support where it is needed, for example help for parents and carers to manage their children's behaviour at home and access to specialist services.
- The headteacher takes the lead in safeguarding. There is a clear system for referrals which enables staff to share their concerns quickly. Records show how well the school works with other professionals to support vulnerable pupils and their families. These documents are detailed and stored securely.

Quality of teaching, learning and assessment

Outstanding

- Teachers have very high expectations of pupils. They plan activities that interest and challenge pupils, although very occasionally the progress of the most able could be

faster. As a result, pupils demonstrate high levels of enjoyment of their lessons. An example of this includes the awe and wonder of pupils when looking inside plants and fruit. Teachers added to this practical experience by ensuring that pupils knew the names of the parts of the plants and why those parts were there.

- Teachers have strong subject knowledge. They share and expect pupils to use language specifically chosen for the subject. An example of this was seen in Year 2, where pupils shared their deepening understanding of grammar when discussing their comprehension of a challenging information text. Teachers provide many opportunities for pupils to apply their reading and writing skills across the curriculum, where expectations remain as high as in English lessons.
- Pupils know how to improve their work because verbal and written feedback is clear and easy to understand. Teachers apply the school's feedback policy consistently throughout the school.
- Leaders have ensured that language development is a key priority. This has a high profile in every classroom and around the school. Pupils are expected to respond to questions in full sentences. They are developing an impressive range of vocabulary, which they draw upon to explain their thinking. This is evident in conversations with pupils and through looking at the writing they produce.
- There are strong relationships between adults and pupils. Inspectors identified the huge respect everyone has for one another. Pupils, including the very youngest, are extremely keen to get their work done to the best of their ability. Teachers notice quickly if there are any misunderstandings and use clear explanations to address these promptly.
- The teaching of phonics is highly effective. Pupils apply their skills confidently when reading and spelling unfamiliar words.
- Pupils use calculation strategies in mathematics confidently. They have regular opportunities to apply these skills when they solve problems in a range of mathematics topics. Teachers ensure that pupils develop effective reasoning skills and, as a result, they are able to articulate what they are doing clearly using mathematical vocabulary.
- Pupils' work is celebrated in displays throughout the school. There are many examples of excellent work from all subjects, including art and science.
- Teachers make effective use of detailed assessments of each pupil in order to plan for their next steps in learning across a range of subjects. Teachers are also aware of any gaps in learning and teaching assistants are deployed well to ensure that these gaps are addressed quickly.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- All staff have pupils' well-being as a key priority. Pupils know that they are well cared for and they have confidence that their teachers will help them when they need it. Additional support is provided for pupils who need to develop their social skills in order to make more secure friendships. Adults know the pupils they work with exceptionally

well and personalised support is put into place for vulnerable pupils who have high levels of emotional need.

- Pupils have many opportunities to take on responsibilities. These include being a school ambassador, a member of the school council or part of the eco-council. Pupils take these roles very seriously and talk about the impact of what they do. For example, last year the eco-council coordinated a recycling event where batteries were collected and sent to a recycling plant. The pupils are able to explain why this is important for the environment.
- Staff work hard to instil confidence in the pupils. Every day one pupil in each class is the special person of the day. Pupils are proud to be chosen and enjoy the additional jobs that they are asked to do. Pupils are confident and they welcome visitors to the school. They explain the many things they love about their school with enthusiasm.
- Pupils care about their school and the local community. Pupils show generosity to others less fortunate than themselves. Following the Harvest festival, donations were made to the local food bank and at Christmas pupils were happy to contribute to gift boxes that were distributed locally.
- Pupils say that they enjoy school and that they feel safe. Parents agree that their children are happy and safe in school. Parents are overwhelmingly positive about the school and many would recommend it to others.
- Pupils are clear about what bullying is and they are aware of some of the different forms it can take. They explain that there is very little bullying in the school because everyone gets on well. They are confident that if anyone was being bullied, an adult would stop it. They know about the dangers of cyber bullying and can talk about what they would do if they were worried about something they saw on the internet.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave very well in lessons. They listen attentively to adults and one another. Pupils work hard and are keen to do well. They want to produce work that reflects their best effort. They move around school in a calm, orderly fashion and demonstrate excellent manners.
- Pupils enjoy break and lunchtimes. They play together well and have very few fall-outs. Pupils have a good relationship with the lunchtime supervisors, who provide a range of equipment and organise games so that outdoors is a fun place to be. Pupils follow instructions well.
- School leaders work closely with parents to improve attendance. This is monitored in great detail and leaders take robust action to improve attendance where needed. Consequently, absence rates, including persistent absence, are currently below national averages.

Outcomes for pupils

Outstanding

- The school opened for children in the Reception Year in September 2015. The only published data available for the Reception Year is information about the proportions of

children who achieved a good level of development at the end of the Reception Year in 2016 and 2017. There is also published data for the proportions of pupils who achieved the required standard in the phonics screening check at the end of Year 1 in 2017.

There are no pupils in key stage 2.

- At the end of Year 1 in 2017, a higher proportion of pupils achieved the required standard in the phonics screening check than nationally. Current pupils are on track to achieve similar standards to last year.
- Pupils in both year groups in key stage 1 make strong progress across the curriculum. This is because teachers ensure that planned learning activities effectively meet the needs of all pupils.
- Leaders carry out thorough checks on the progress made by individual pupils. The progress of each pupil is discussed during progress meetings held with class teachers. This enables staff to identify quickly, and plan support for, any pupils who need additional support to stop them falling behind.
- A high proportion of pupils who are currently in Year 2 are on track to reach the expected standards for their age in reading, writing and mathematics. A similar proportion is on track to achieve greater depth. This is because many pupils have made rapid progress over the key stage.
- Disadvantaged pupils make excellent progress across the curriculum. This is because leaders target the pupil premium funding very well to meet their individual needs. As a result, there is little difference in the attainment of disadvantaged pupils and other pupils nationally.
- Pupils who have SEN and/or disabilities benefit from expertly planned interventions. Consequently, outcomes are improving rapidly for this group of pupils.
- The most able pupils enjoy the challenge when their teachers provide work that fully stretches their ability. Their books show that they make strong progress in many areas of the curriculum. On occasion, their progress could be more rapid.

Early years provision

Outstanding

- The vast majority of children start in the school's Reception classes with skills and knowledge that are below those typical for their age. They make rapid progress in all areas of learning and, as a result, the proportion of children leaving the Reception Year achieving a good level of development is similar to national proportions. An increasing number of children, including those who are disadvantaged, are reaching the higher standard in many areas of learning.
- The early years leader, although new in the role, has an accurate understanding of the strengths and further areas for improvement. She ensures that adults are well trained to provide excellent provision. Transition to key stage 1 is planned carefully so that it meets the academic, personal, social and emotional needs of children. Adults are highly ambitious for the children and ensure that they are very well prepared for Year 1.
- Children are very well cared for and the relationships between adults and children are extremely strong. Parents agree that their children are well looked after and are very positive about the support that they receive. Communication with parents is managed

very well and they are encouraged to get involved with their child's learning, for example during afternoon reading sessions.

- Adults ensure that there is an unwavering focus on communication skills and language development. Children are able to talk about their learning with confidence and detail. During the inspection, they were particularly keen to talk about their writing.
- The Reception classrooms and outdoor learning space are inviting and very well organised. Adults ensure that the resources are of high quality and easily accessible. Adults plan activities expertly so that they capture children's interests. The curriculum provides an exciting stimulus for learning in many areas. For example, after reading 'The Hungry Caterpillar' children enjoyed making links with how things grow and change. Children are able to write, draw, paint and talk about their learning, showing how well they understand what they have been taught.
- Teaching is of a consistently high quality because adults use accurate assessments to plan activities that are focused on each child's needs. Adults ensure that children's learning journeys are kept up to date so that everyone is clear about the next steps in their learning. Children's books and displays around the classroom reflect the high expectations that adults have of what each child can achieve.
- Behaviour in the Reception classes is excellent. This is because routines are well established and children know what is expected of them. When it is time to tidy up, the children work together quickly and without complaint.
- All safeguarding requirements in the early years are met.

School details

Unique reference number	141938
Local authority	Coventry
Inspection number	10048344

This inspection of the school was carried out under section 5 of the Education Act 2005.

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	177
Appropriate authority	Board of trustees
Chair	Jos Parry
Headteacher	Emma McCann
Telephone number	02476 627405
Website	www.sidneystringerprimary.org.uk
Email address	admin@sidneystringerprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Sidney Stringer Primary Academy opened as a free school in September 2015 and this is its first inspection. The oldest pupils in the school are age 7 and are in Year 2.
- Sidney Stringer Primary Academy is part of the Sidney Stringer MAT. There is an executive principal of the MAT and each school has its own headteacher. Sidney Stringer Primary Academy's leadership team consists of a headteacher and a newly appointed assistant headteacher who will take up this new role in September 2018.
- Each school has its own local governing body, which is accountable to the MAT board of directors. The chair of governors at Sidney Stringer Primary Academy is also a director on the MAT board.
- Senior leaders and governors work in close partnership across the MAT. There are opportunities for training and development of staff, for sharing best practice and to moderate assessments of pupils' work and progress.
- The school is smaller than the average-sized primary school.

- The proportion of pupils who are disadvantaged and supported by the pupil premium is above the national average.
- The proportion of pupils who have SEN and/or disabilities is similar to the national average.

Information about this inspection

- Inspectors observed teaching and learning in all classes. A number of the observations were carried out jointly with the headteacher.
- Inspectors met with pupils, heard a group of pupils read and observed pupils at breaktimes and lunchtimes.
- Inspectors met with the headteacher, the leader of provision for special educational needs, the early years leader and subject leaders. The lead inspector met with members of the governing body and the executive principal of the MAT.
- Inspectors looked at a range of pupils' books from all year groups and a variety of subjects.
- A range of school documents, including safeguarding documentation, pupils' progress information, the school's self-evaluation and improvement plans, were scrutinised. Inspectors also considered information about pupils' behaviour and attendance.
- Inspectors spoke to parents at the start of the day and took account of 42 responses on the Ofsted online questionnaire, Parent View. There were no responses to the online pupil questionnaire.
- Inspectors reviewed 21 responses to an inspection questionnaire returned by staff.

Inspection team

Jo Evans, lead inspector

Her Majesty's Inspector

Marie Conway

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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