

Inspection of Stoneydelph Primary School

Crowden Road, Wilnecote, Tamworth, Staffordshire B77 4LS

Inspection dates: 15 to 16 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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The headteacher of this school is Esther Parsons. This 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, Philip Hamilton, and overseen by a board of trustees, chaired by Simon Atkins.

What is it like to attend this school?

The school is committed to improving children's lives. This is achieved through the high-quality education pupils receive, the broad enrichment offer and the support and guidance pupils are given by staff. As a result, pupils flourish at school.

Staff know their pupils well and form positive relationships with them. There are high expectations for pupils' behaviour, and pupils do their very best to meet these expectations each day. Pupils are polite, well-mannered and participate well in all that the school has to offer.

Pupils are keen to hold leadership responsibilities. School councillors ensure that pupils' views are heard, for example there are now more benches and exercise equipment in the playground. Pupils are eager to raise money for charities by hosting cake sales, selling poppies and holding non-uniform days.

The school library is a favourite place to be for many pupils. There is a wide range of strategies to encourage pupils to read. Children in Reception take pride in becoming authors of their own stories. All pupils are entered to the weekly 'reading raffle' if they read five times per week. Prizes such as audiobooks are an incentive to promote a love of reading across the school.

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

The school has developed an ambitious curriculum. Careful consideration has been given to what pupils will learn, when they will learn it, and how they will learn it. Staff select teaching materials that meet the pupils' individual needs. These resources stimulate pupils' interests and bring about discussion in the form of 'turn, talk and tell'. Particular attention is given to helping pupils to remember more over time. This is done by 'recapping, recalling and remembering' key knowledge throughout the lesson.

The school has ensured that staff are experts in the subjects they teach. In lessons, there is a sharp focus on checking pupils' understanding. When misconceptions or gaps in knowledge arise, staff effectively adapt the teaching to help pupils to understand. As a result, pupils can make links between what they have been previously taught and what they are learning now. Most pupils progress well. However, those pupils who grasp the concepts in the first instance are not always given opportunities to deepen their understanding further. At times, some of these pupils find the work too easy.

Reading is a strength of the school. As soon as children join in Nursery they are introduced to letters and to sounds. Their knowledge is built on systematically as they progress through the school. Pupils develop into fluent and confident readers. Across the school there are some pupils who are at the early stages of learning to read. Leaders have accurately identified who these pupils are and what they find

difficult in terms of reading. These pupils get timely support from skilled staff. As a result, these pupils are catching up quickly.

Pupils have many opportunities to read widely and often. Pupils are passionate about reading and are keen to talk about the books they read. Storytime is a highlight of the school day for many pupils. Staff ensure that pupils are immersed into the story by adopting the roles of different characters.

Pupils with special educational needs and/or disabilities (SEND) have a positive school experience. The school work with parents and pupils to collate strategies that will help pupils to access their learning. Staff are well informed about who the pupils with SEND are and how to meet their needs. They receive training which incorporates numerous teaching strategies. This means they can adapt the teaching so that each pupil has their individual needs met. As a result, pupils with SEND are well prepared for their next stages and progress well.

Personal, social and health education is well structured. There is a focus on teaching pupils how to stay safe through workshops such as 'stepping out road safety', 'HGV safety' and 'safe and sound fire safety'. Pupils also learn other topics including dangers of social media and consent. Children in the early years learn about religious festivals through 'sparkle and shine'. Older pupils learn the topic 'dreams and goals' before the summer break which prepares them well for their next stage of education.

Leaders have a clear strategic oversight of what is working well and what is not. They are meticulous in their quality assurance and monitoring. This means they have an accurate view of the school. The headteacher has brought about vast improvement in a short space of time. The school is a place where pupils want to be and one where they will successfully 'grow and achieve'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils grasp the learning in the first instance are not always given opportunities to deepen their understanding further. This means they find the work too easy and do not make the progress they could over time. The school should ensure that opportunities are made for these pupils to enhance their knowledge and curiosity further.

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	145834
Local authority	Staffordshire
Inspection number	10290648
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	294
Appropriate authority	Board of trustees
Chair of trust	Simon Atkins
CEO of the trust	Philip Hamilton
Headteacher	Esther Parsons
Website	www.stoneydelph.staffs.sch.uk
Date(s) of previous inspection	12 – 13 October 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of Community Academies Trust.
- The school has a nursery for two-year-olds.
- The school uses no alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: reading, mathematics, computing, history and physical education.
- For each deep dive, inspectors 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.
- To evaluate the effectiveness of safeguarding, inspectors: 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.

Inspection team

Sultanat Yunus, lead inspector	His Majesty's Inspector
Su Plant	Ofsted Inspector
Khalid Din	Ofsted Inspector

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