

Inspection of a good school: Stopsley Community Primary School

Hitchin Road, Luton, Bedfordshire LU2 7UG

Inspection dates:

9 and 10 March 2023

Outcome

Stopsley Community Primary School continues to be a good school.

What is it like to attend this school?

From early years, pupils are very well supported by staff. They are safe and cared for. Pupils are warmly greeted on arrival, and many enjoy attending 'FLAG' breakfast club. This allows them to energetically play with friends of different ages, or quietly enjoy games and conversations with adults. Parents agree that pupils love coming to school.

Pupils like the challenge of their lessons. From the start of early years, children rise to the high standards set by staff. The vast majority of pupils do well because staff have ambitious expectations of what they should achieve. Pupils are proud to share what they have learned.

There is very little disruption in classes. This allows pupils to concentrate on their learning. Pupils are equally well behaved out of lessons. Older pupils hold positions of responsibility, for example as prefects and anti-bullying ambassadors. They are well trained to confidently support other pupils to behave well. Bullying is very rare, and pupils display high levels of mutual respect. They are confident that adults would quickly stop any unkindness if it were to happen.

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

Leaders have implemented a curriculum which supports pupils to do well. From early years, leaders have a good knowledge of what pupils know and can do. They provide appropriate support to ensure that the majority of pupils keep up with the challenge of the curriculum. There are some subjects where the curriculum is designed particularly well. For example, in mathematics, leaders and teachers are clear about what pupils need to know at key points in the curriculum. Each topic links well with previous learning. If pupils fall behind with the new content, teachers are quick to notice and address any misconceptions. This supports pupils to keep up.

In a minority of subjects, the curriculum is not as clearly sequenced and planned. Leaders have not been sufficiently precise about the important knowledge that pupils need to

know and remember. This means that teachers are not clear about what pupils need to learn. Therefore, gaps in pupils' understanding are not always identified or acted on. This makes it harder for pupils to build on their learning. Some pupils' responses to the school's 'challenge tasks' are superficial due to a lack of depth in their understanding.

Leaders have prioritised reading. From the moment children start school they are supported to build their knowledge of sounds to support them to read with fluency. The school library and reading nooks create an enticing environment for pupils to read in. Parents are fully included in the reading culture, and many come into school weekly to read to their children. From Nursery, developing vocabulary is a school focus. Younger children love learning nursery rhymes. Adults model high-quality language. Staff are well trained and deliver effective phonics lessons which ensure pupils learn to read confidently. Leaders have a sharp awareness of how well pupils are doing. They intervene quickly if anyone falls behind. Pupils are positive about reading and older pupils discuss important themes in their books with enthusiasm.

Leaders accurately identify pupils with special educational needs and/or disabilities (SEND). They provide appropriate support plans to help adults working with pupils with SEND. Teachers are well trained and confident in using these plans and adapting their teaching where necessary. This means pupils receive the help they need to achieve their best.

Leaders have ensured that a culture of high expectations exists for all pupils. Staff manage behaviour very well, and pupils are consistently courteous and polite. This ensures that there is a positive and welcoming ethos in which success is celebrated.

Pupils benefit from an enriching curriculum which supports their wider development. Leaders make sure that there are a range of trips and opportunities for pupils to enjoy. Pupils love attending choir and singing with their friends. They also enjoy being well-being ambassadors and helping others. They are proud to be 'Change Makers' who have been involved in the design of the sensory garden and school dining hall.

Leaders, including governors, have a strong understanding of the school's strengths and areas for development. They act appropriately to ensure that high standards are maintained. Parents and staff are very positive about the education that the pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that a strong safeguarding culture exists in the school. Adults are well trained. They record any concerns that they may have about a pupil. Leaders act on these concerns quickly to keep pupils safe. They liaise with outside agencies and give individual pupils additional support when needed.

Pupils learn how to stay safe. They know about online and offline safety and are confident in reporting any worries they may have.

Leaders make sure that adults receive the appropriate safeguarding checks before they start work.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the powerful knowledge that pupils need to know and remember in all subjects. This has resulted in gaps in pupils' understanding and recall of what they have been taught in some subjects. Leaders need to ensure that they identify the important skills and knowledge that pupils need, and that pupils are supported to learn this important content.

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 judged the school to be good in November 2012.

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](#)' 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.

School details

Unique reference number	109553
Local authority	Luton
Inspection number	10255220
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	451
Appropriate authority	The governing body
Chair of governing body	Daniel Coppin
Headteacher	Richard Fordham
Website	www.stopsleyprimary.co.uk
Date of previous inspection	14 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school has nursery provision for children aged 3 to 4 years.
- The school uses one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in this evaluation of the school.
- The inspector carried out deep dives in these subjects: mathematics, early reading and history. 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 also looked at the early years curriculum.
- The inspector visited a range of other lessons.
- The inspector met with staff responsible for the administration of the single central record of recruitment and vetting checks. The inspector met with the designated safeguarding lead to discuss the arrangements that are in place to safeguard pupils.

The inspector scrutinised the school's safeguarding records and spoke to governors regarding safeguarding.

- The inspector met with pupils to discuss their experience of school, including behaviour and bullying.
- The inspector met with leaders to discuss pupils' personal development and enrichment opportunities as well as attendance.
- The inspector met with the school's special educational needs coordinators (SENCo).
- There were no responses to Ofsted's online survey for pupils. The inspector took account of 126 responses to Ofsted Parent View, including 64 free-text responses and three verbal reports from parents. The inspector considered 36 responses to Ofsted's survey for staff.

Inspection team

Bessie Owen, lead inspector

His Majesty's Inspector

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