

Inspection of Stamfordham Primary School

Stamfordham, Newcastle-upon-Tyne, Tyne and Wear NE18 0NA

Inspection dates: 11 and 12 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

This school was last inspected 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils and their families love this small, community school. From the moment they arrive, pupils grow in confidence. They learn to be considerate of others. Pupils of all ages help each other and enjoy learning together, whether they are making mud pies, serving as school councillors or visiting London.

The youngest children make a great start to their education in the pre-school. Early years staff build exceptionally strong relationships with children and their families. They are quick to identify any barriers to learning. Right from the start, staff adapt their approach to meet children's needs.

From this strong start, pupils with special educational needs and/or disabilities (SEND) thrive in this school. These pupils play a full part in all aspects of school life and achieve strong outcomes.

Pupils strive to meet leaders' high expectations. They understand the school's values of resilience, ambition and nurture. They try hard to live up to them. Behaviour in lessons and outside the classroom is exemplary. Pupils enjoy their lessons and work hard. They achieve high standards in most subjects. Pupils feel safe at school. They know when and how to seek help if they feel worried or upset. They trust staff to sort out problems if they arise.

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

Leaders, including governors, have a clear ambition for pupils to be ready for the next stage of their learning. They continually seek to improve the school's academic and pastoral offer. Their focus on early years, reading and mathematics has been particularly effective. Leaders are considerate of staff well-being. Staff feel well supported and are proud to work at the school.

The school's curriculum is broad and sequenced. Staff receive effective training. Their subject knowledge is strong. Pupils have a thorough understanding of their current learning. They enjoy activities such as residential visits, forest school and bee week. However, checks on pupils' learning do not always focus on important subject knowledge. This means that staff do not address some gaps in pupils' knowledge, and consequently some pupils struggle to remember previous learning. Leaders know this. They have plans to strengthen assessment processes.

Leaders consider the needs of pupils with SEND in all aspects of school life. Provision for these pupils is excellent. The school makes good use of external expertise and works in partnership with parents. Staff are well trained to support pupils with SEND. They provide a range of highly effective support. This includes specialist equipment, quiet spaces and reassurance from adults. This support enables pupils with SEND to keep up with their peers.

Reading is a priority across the school. Pre-school and Nursery children enjoy a wide range of stories, songs and rhymes. Most know letter sounds by the time they enter Reception. Children are keen to learn to read.

Staff teach the school's phonics programme with precision. Pupils have regular opportunities to learn and practise sounds. Their reading books match the sounds they learn. The school provides pupils who are at risk of falling behind with extra phonics and reading sessions to help them catch up. Most pupils practise their reading at home. Almost all pupils achieve well in phonics. They are fluent readers by the time they start Year 3. Pupils enjoy reading. They speak with enthusiasm about the books they read in class.

Leaders have introduced a new mathematics programme. Pupils gain a thorough understanding of mathematical concepts and vocabulary. They enjoy their mathematics lessons and achieve good outcomes.

The school's programme for personal development is a real strength. Pupils learn how to manage their feelings, cope with challenge and keep themselves safe. Pupils value these lessons and use the skills they learn. This has a positive impact on behaviour. The range of clubs on offer is designed to appeal to all. Pupils enjoy Lego, sports and gardening in the 'well-being and wellies' club. Pupils have a well-developed sense of social responsibility. They raise money for local food banks and help to make the school grounds wildlife friendly. Pupils value the work of school councillors and digital leaders.

Children thrive in the early years. The curriculum provides a strong start for key stage 1. Staff are adept at developing children's language and social awareness through conversation. Children show remarkable cooperation and interest in their learning. Well-planned activities and resources support this. Older children help the youngest. They are strong role models. Children achieve strong outcomes. They are very well prepared for the next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, teachers do not focus sharply on the most important curriculum knowledge when reviewing previous learning. As a result, pupils do not remember some of the content they have previously learned. The school should continue to improve assessment and review activities, ensuring that they match the core learning identified in the curriculum.

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 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	122202
Local authority	Northumberland
Inspection number	10297329
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	Local authority
Chair of governing body	Rev Rachel Scheffer
Headteacher	Lynsey Briddock
Website	www.stamfordhamvillageschool.org.uk
Dates of previous inspection	29 Feb and 1 Mar 2012, under section 5 of the Education Act 2005.

Information about this school

- The school does not use any alternative provision.
- The school offers wraparound childcare on site.
- The headteacher was appointed in April 2022.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and with governors. The lead inspector also held conversations with a representative of Northumberland local authority.

- Inspectors spoke with leaders about provision for pupils with SEND and considered relevant documentation and practice.
- Inspectors spoke with teaching and support staff and considered responses to Ofsted’s staff questionnaire.
- Inspectors met with pupils throughout the inspection, both formally and informally, during breaktimes and in lessons.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, visited lessons, talked with pupils and looked at pupils’ work. Inspectors also spoke with pupils about their learning in other subjects.
- Inspectors considered the content of governing body minutes and other documentation.
- 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.
- Inspectors considered the responses to Ofsted Parent View, Ofsted’s online questionnaire for parents, and spoke with parents at the beginning of the school day.
- Inspectors considered pupils’ behaviour in and outside lessons. Inspectors also considered school behaviour records and spoke with pupils about behaviour.

Inspection team

Ian Dawson, lead inspector

Ofsted Inspector

Dan McKeating

His Majesty’s Inspector

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