

# Inspection of Stoke Prior Primary School

Stoke Prior, Leominster, Herefordshire HR6 0ND

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Inspection dates: 11 and 12 July 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Inadequate

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

Pupils are rightly proud of the way they work and play together. They appreciate the care, attention and support that all staff give them. This is seen, felt and heard throughout the school. From the tender care given to a grazed knee to the trust pupils place in staff to resolve difficulties such as the occasional unkind behaviour, staff care for pupils well.

Leaders have worked with diligence and urgency since the previous inspection. They have improved many aspects of school life for pupils. They keep pupils safe. Their work on reading and mathematics is having a positive impact. However, there is more to do, especially in setting out the key learning across the curriculum and checking on pupils' learning effectively.

Leaders and staff know each pupil and their family well. They use this knowledge to build positive partnerships from the moment children start in Reception. Older pupils are clear role models for the younger pupils. They show them, through their actions and words, how to behave well. Younger pupils follow their example.

Pupils concentrate well on their learning. They converse well with each other and visitors. Indeed, inspectors learned much about the charities that pupils support, the rules they help decide and the visits that they have been on and enjoyed.

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

Leaders, including governors, have shown determination and dedication to improve since the previous inspection that took place earlier this year. They have supported each other through a difficult period. The sense of community and being there for each other - and most importantly - for the pupils, was shared by staff many times over.

Leaders' work has been successful in some, but not all, of the key areas identified. Safeguarding is effective. Alongside safeguarding, leaders have rightly prioritised improving reading and mathematics. Their focus and steer are supporting pupils to achieve well in these subjects. Leaders have put in place a new phonics and mathematics scheme. Staff follow the schemes well, although there are some inconsistencies in teachers' delivery in the classroom. Leaders do not monitor well enough to notice and address these variations. Staff make sure all pupils, including those with special educational needs and/or disabilities (SEND), learn the right things in the right order in these two subjects.

In mathematics, pupils apply what they already know to make sense of new learning. They explain how they use their knowledge of shapes and times tables to calculate area. The security of mathematical understanding begins in Reception. Staff in the early years use precise vocabulary alongside modelling language. They provide many varied opportunities for children to practise what they learn. This allows children to explore tricky concepts, such as halves, with confidence.

In reading, pupils practise their sounds through carefully selected books. Staff give skilful and timely support to those who need it. These combine to ensure pupils learn to read fluently. Older pupils enjoy reading. Their understanding of the use of expression and audience is clear to see and hear. Pupils explain their choice of text well. They know and respect that people have different tastes in books that they enjoy reading.

Leaders have begun to turn their attention to other subjects across the curriculum. However, they do not check that the curriculum is being delivered consistently. Consequently, at times, pupils do not make the progress they should. Despite this, pupils concentrate and behave well. For most subjects, the key knowledge that pupils must know has not been clearly identified. This means that pupils sometimes do activities that do not promote the intended key learning. Checks on what is working well in the curriculum lack effectiveness.

Leaders' knowledge of pupils with SEND is detailed. They are quick to identify needs. They put a range of support in place that works well and allows pupils with SEND to access their learning. One notable element of school life is pupils' care, understanding and respect of their peers with SEND. To hear their pride in the achievement of pupils with SEND shows maturity and positivity.

The youngest children in Reception are keen learners. They follow well-known routines and rhythms of the day to develop and grow. They learn to control their bodies well to dance like dinosaurs. They dice apples to create crumbles out in the woods and use a range of resources to join material together to create a desired effect. Carefully constructed and connected microphones, swords and boats are just a few of the projects that appear at the door for parents to proudly admire.

In personal, social and health education, leaders have set out the important things that pupils need to know. These are revisited over time. Pupils show that they know, understand and remember much of this learning. They speak knowledgeably about fundamental British values. They fondly recall the many visits and opportunities they have during their time at school. These include puppet theatres, poetry, poppies, performances, pond dipping and plays. Water often features through visits to the beach, water safety, measuring the currents of rivers and Monkey Puzzle class enticing the disappearing mermaid back to the school pond.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are absolutely clear on their responsibilities. Concerns are clearly recorded and acted upon swiftly. Leaders have utilised external support well. They ensure everyone knows and follows the systems in place. Leaders' training on safeguarding has raised everyone's awareness of 'it can happen here'.

Leaders make the required checks on staff working at the school. The record-keeping systems now in place are clear and used effectively. Leaders work well with

a range of agencies to give timely support to families.

Pupils understand how the school rules keep them safe. They know how to be safe online and gain much about safety in the community through talks from the police.

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

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

- Leaders do not systematically check the impact of their work. They over-rely on informal processes. This means that they are not always clear enough on what is working well or what needs reviewing and amending. Leaders need to tighten up their strategic monitoring and oversight. Leaders need to check that teachers are consistently implementing the curriculum and that what has been put in place to improve the school is effective.
- In English and the foundation subjects, leaders have not set out sufficiently well the key knowledge that pupils must learn at each age and stage. This means that pupils' learning is not building well enough on what has gone before. Leaders need to decide and define the key knowledge content for all subjects as successfully as they have in phonics and mathematics.

## **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

<b>Unique reference number</b>	116736
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10271232
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Judy Balderson
<b>Headteacher</b>	Matt Lewis
<b>Website</b>	<a href="http://www.stokeprior.hereford.sch.uk">www.stokeprior.hereford.sch.uk</a>
<b>Date of previous inspection</b>	21 and 22 September 2022, under section 5 of the Education Act 2005

## Information about this school

- Stoke Prior Primary School is smaller than the average-size primary school. As a result, there are very few pupils in each year group. There are four classes, one for Reception and Year 1, one for Years 1 and 2, one for Years 3 and 4 and one for Years 5 and 6.
- The school provides breakfast club provision on site.
- The school does not make use of alternative provision.
- A new chair of the governing body has been appointed since the last inspection.

## Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and deputy headteacher.
- An inspector spoke with two representatives of the local governing body, including the chair.
- The lead inspector spoke to a representative of the local authority and the chief executive officer of the incoming trust.
- The lead inspector carried out a deep dive in early reading. For this deep dive, the lead inspector discussed the curriculum with the subject leader, visited a sample of lessons, met with some teachers, spoke to some pupils about their learning and listened to a sample of pupils read to a familiar adult.
- Inspectors looked at samples of pupils' work in other subjects, including English, science, mathematics and art.
- An inspector spoke with leaders about the curriculum and actions they have taken since the previous inspection.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at playtimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors met with leaders about the school's safeguarding procedures.
- Inspectors reviewed policies and records relating to safeguarding, bullying, behaviour and attendance. Inspectors spoke to pupils and staff about pupils' safety.
- The lead inspector reviewed a wide range of documents, including the school's improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. Inspectors spoke with parents during the inspection.

### **Inspection team**

Kirsty Foulkes, lead inspector

His Majesty's Inspector

Claire Price

His Majesty's Inspector

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