

Inspection of a good school: Stockwell Academy

Dodswell Grove, Greatfield Estate, Hull, East Yorkshire HU9 5HY

Inspection dates:

26 and 27 September 2023

Outcome

Stockwell Academy continues to be a good school.

The headteacher of this school is Christy Coulter. This school is part of Hull Collaborative Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Estelle Miriam MacDonald, and overseen by a board of trustees, chaired by Christopher Huscroft.

What is it like to attend this school?

Stockwell Academy provides pupils with a safe space to learn. Pupils feel part of a community where adults care for them. Warm, positive relationships are at the heart of the school. Pupils and families are well supported by staff who know them well.

The school has high expectations for its pupils. Leaders recognise that many pupils enter the school with low starting points in speaking, listening and other key skills. The school prioritises this learning for pupils. They know that these pupils need to quickly catch up on the basics of language, reading and mathematics for them to reach their full potential.

The school is working with parents to ensure that pupils attend regularly in order for them to benefit from the education provided. Leaders recognise that this work needs to continue so that all pupils attend every day and on time.

Leaders expect pupils to behave well. Pupils treat each other with kindness and show good manners when working and playing around school. Leaders understand that some pupils need extra help to manage their behaviour. The trust supports the school to make sure that these pupils and their families get the behavioural help that they require. As a result, most pupils get on with their learning in the classroom free from distraction.

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

The school's chosen phonics scheme sets out clearly what pupils need to learn and when. Regular checks by staff make sure that pupils who are not on track and keeping up with expectations are identified quickly. Pupils at risk of falling behind take part in extra sessions. Pupils across the school are developing a love of reading. Reading is promoted and celebrated by staff. Staff reward pupils who read often. Leaders make sure that pupils

have the opportunity to read and listen to a wide range of books and stories. This helps pupils to develop their vocabulary and raise their awareness of the world outside of their local area. Older pupils confidently debate some of the issues highlighted within stories that they have read, for example the discrimination that some people faced in the past due to their faith or personal choices.

Leaders in the early years foundation stage have created a welcoming and engaging environment. Adults skilfully support children to develop their language skills. This is a priority at Stockwell Academy. Children, including those who have just started at the school, show high levels of concentration in their play. Leaders have created a curriculum which focuses on preparing pupils well for Year 1.

Leaders have started to develop an ambitious and broad curriculum. In subjects such as mathematics and physical education (PE), the knowledge that pupils need to learn at each stage has been carefully considered and set out. Leaders have ensured that pupils have the time to practise and deepen their learning. Checks are made to make sure that pupils are learning what they need to. In some subjects, improvements made to the curriculum are in the early stages of development. Further work is required to ensure that the intended knowledge for pupils to learn is clear and that links across year groups are purposeful and sequential.

The school swiftly identifies the needs of pupils with special educational needs and/or disabilities (SEND). A small number of pupils benefit from a well-designed nurture provision. These pupils thrive under the care of well-trained staff. This extra support provides them with the help that they need to access a curriculum which meets their needs. In addition, staff adapt learning opportunities in lessons well. Pupils with SEND across the school can learn alongside their peers in the classroom.

The school's personal, social and health education (PSHE) curriculum teaches pupils how to look after their physical and mental health, and how to be good citizens. Pupils talk confidently about their learning in PSHE. They have developed a keen sense of right and wrong. Pupils are aware of different families. They know that individuals may be part of a same-sex couple and appreciate that these are choices that people can make and should be accepted. Pupils are not as confident when talking about fundamental British values. While they are accepting of people's individual differences, they do not understand what these values mean for them growing up in modern Britain.

The trust's leaders support and challenge school leaders well to continue to improve the school. Staff at Stockwell Academy feel valued and are proud to work at the school.

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 subjects, improvements made to the curriculum are in the early stages of development. In these subjects, the knowledge that pupils need to learn is not clear. Further work is needed to ensure that this knowledge is chosen for a purpose and that pertinent links are made across year groups so that the knowledge learned is built upon.
- Pupils do not have a good enough understanding of British values. They do not know how these impact their lives and the lives of others. Therefore, pupils are not prepared fully for life in modern Britain. The school must ensure that British values are taught explicitly to all pupils.
- Some pupils do not attend school as regularly as they should. They do not benefit fully from the education that the school provides. The school needs to re-energise its work with families to make sure that pupils attend every day and on time.

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 predecessor school, Stockwell Primary School, to be good in November 2013.

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	141720
Local authority	Kingston Upon Hull City Council
Inspection number	10255876
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	Board of trustees
Chair of trust	Christopher Huscroft
CEO of the trust	Estelle Miriam MacDonald
Headteacher	Christy Coulter
Website	www.stockwell.hull.sch.uk
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Hull Collaborative Academy Trust.
- The school does not use any alternative provision. However, the school does use a specialist provision at a partner school.
- There is a breakfast club for pupils attending the school. It is run by school staff.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken this into account in their evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and PE. In addition, the inspector reviewed documentation and pupils' work in other subject areas. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample

of lessons, held discussions with teachers, spoke to pupils about their learning and looked at samples of the pupils' work.

- The inspector held meetings with the executive headteacher, the headteacher, the special educational needs coordinator and curriculum leaders.
- The inspector met with representatives of the trust board as well as the trust CEO.
- To inspect safeguarding, the inspector scrutinised the single central record of recruitment checks. The inspector spoke school leaders, teachers, support staff, pupils and parents to further evaluate the culture of safeguarding in the school.
- The inspector observed pupils' behaviour and met with groups of pupils to seek their views of the school. The inspector also spoke to pupils informally in class, around the school and during breaktimes.
- The inspector took account of the responses to Ofsted's staff survey and Ofsted Parent View. There were no responses to Ofsted's pupil survey.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

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