

Inspection of The William Amory Primary School

Stallington Road, Blythe Bridge, Stoke-on-Trent, Staffordshire ST11 9PN

Inspection dates: 19 and 20 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils thrive at this close-knit and inclusive school. This sense of belonging extends into the local community. The core values of equality, dignity and respect are at the heart of William Amory Primary School. Pupils embody their message that 'everyone is welcome' both in the classroom and at breaktimes. The newly introduced 'kindness card' is a popular reward that children seek to achieve. Pupils achieve well. They are ready for the next stage of their learning.

Pupils who spoke to inspectors say they are safe. Classrooms and breaktimes are calm and behaviour is good. Pupils say they feel confident to speak to staff about their concerns. They say that bullying is rare but if it does happen it is dealt with quickly. Staff talk to pupils about their behaviour and help them to make sensible choices.

Leaders have high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Learning is complemented well through visits, trips and theme days at the local high school. Strong relationships with the local church, music centre and theatre group allow pupils to showcase their talents in festivals and singing performances. There are a range of clubs from sports to sudoku and comic club. The school makes sure there is 'something for everyone'.

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

The school has devised a coherent and diverse curriculum. Clear thought has been given to what pupils need to know and by when. There is an emphasis on developing language and vocabulary from the early years. The most important skills and knowledge are introduced, revisited and developed as pupils move through the school. This is particularly effective in mathematics. In most subjects pupils learn well. However, there are times when teachers focus too much on the activity rather than the learning. Occasionally, this limits some pupils' understanding of the most important pieces of information they need to know.

The school has prioritised reading well. Well-trained staff teach the phonics programme effectively. Pupils, including those in the early years, quickly learn the sounds that letters represent. Pupils who need extra support receive it promptly, helping them to keep up with their peers. Pupils read books that are well matched to the sounds they have learned. Increasingly, pupils become confident and fluent readers at the end of key stage 1.

Teachers share books daily to help all pupils develop their love of reading. Children in the early years know and enjoy many rhymes and songs. This has helped them to develop their speaking skills and enrich their vocabulary. Older pupils enjoy visits to the newly resourced library. This, along with teachers' 'recommended reads' and regular visits to the local library, has encouraged pupils to read a wider range of books, written by a variety of authors.

Staff receive training that helps them to deliver the curriculum well. Staff regularly check what pupils know and remember from previous learning and address any gaps in knowledge. The school identifies the additional needs of these pupils swiftly and accurately. Through a range of effective strategies and resources, pupils with SEND achieve well and are fully included in all aspects of school life.

Pupils behave well right from the start in the Nursery. Clear routines and expectations mean pupils learn cooperatively alongside one another. Pupils attend school regularly and enjoy warm relationships with other pupils and staff. Four simple rules promoting good behaviour are understood and followed. Pupils know they are important to follow, in their words, 'so that everyone can learn and be happy'. Pupils strive to win behaviour points to receive a note home or become 'star of the week'.

Pupils experience a range of opportunities that enhance their personal development. Pupils learn what a 'healthy relationship' is, what they can do to keep themselves safe online and how to maintain healthy lifestyles. For example, children in the Reception class designed a 'healthy meal plate' and could talk knowledgeably about how they made their choices. Pupils are well prepared for life in modern Britain. Pupils talk respectfully about different cultures and lifestyles. They have first-hand experience of democracy, such as by creating their own manifestos to become school councillors. Pupils also benefit from undertaking school responsibilities such as those of 'playground buddies' and 'eco-councillors'.

Staff morale is high. All staff agree that leaders, including governors, are highly considerate of their workload and well-being. They are very appreciative of the training they receive to carry out their roles effectively. All staff, including those responsible for governance, share a sense of purpose and energy to help everyone 'to be the best that they can be.' The majority of parents who contributed their opinions were positive about the school and typically commented that pupils were happy and settled.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the activities given within lessons do not fully support the intended learning. This hinders pupils being able to learn as well as they could. The school should ensure that it continues to support all staff so that it is clear what all pupils should learn and that the curriculum delivery is consistently effective.

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	131073
Local authority	Staffordshire
Inspection number	10294560
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair of governing body	Lee Grattage
Headteacher	Victoria Woollacott
Website	www.williamamory.co.uk
Dates of previous inspection	7 and 8 February 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- There is a before- and after-school club on site which is managed by the school.
- The school has provision for two-year-olds.
- The headteacher has been appointed since the previous inspection. She took up the post in April 2023.

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.
- Inspectors discussed any continued 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 the following subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors spoke with leaders about the curriculum in some other subjects including design and technology, science, geography and art and design.
- Inspectors listened to a sample of pupils read to a familiar adult.
- Inspectors reviewed a range of documentation provided by the school. They looked at the school's website, policies and curriculum documents. They evaluated safeguarding information, SEND records and published information about the school's performance.
- Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed on Ofsted Parent View.
- The lead inspector spoke with four members of the governing body, including the chair. She also spoke with a representative of the local authority.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the 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

Josie Leese, lead inspector

Ofsted Inspector

Alexandra Beardmore

Ofsted Inspector

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