

Inspection of Stanton Cross Primary School

Waverley Drive, Stanton Cross, Wellingborough, Northamptonshire NN8 1GN

Inspection dates:	7 and 8 May 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Melissa Albert. This school is part of the Northampton Primary 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), Julia Kedwards, and overseen by a board of trustees, chaired by James Marscheider.

What is it like to attend this school?

Pupils benefit from the school's high aspirations for everyone to succeed. The school provides an ambitious curriculum and pupils typically achieve well. Pupils enjoy learning and coming to school. They feel happy and safe.

Pupils understand and respond well to the school's clear behavioural expectations of to be ready and safe. Pupils are polite and have good manners. They focus well on their learning and play happily together at social times. They respond positively to the school's consistent and caring approach. Relationships across the school are warm and nurturing. Staff know pupils well.

The school provides pupils with rich and useful wider opportunities to bring new experiences to learning and extend pupils' interests. For example, there is an array of clubs that pupils can attend, such as football and art. Interesting workshops deepen pupils' understanding of key concepts. For instance, the school organises interesting fire-safety talks and visits from religious leaders in the community. Structured leadership roles, such as being on the school council, help pupils develop an understanding of responsibility. Pupils take part in fundraising for charities, which helps them learn to be active citizens.

The school engages well with its community. For example, it shares key information with parents and carers about how the school has improved, which parents appreciate greatly.

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

The curriculum is designed carefully to sequence the essential knowledge that pupils must learn. The school has ensured that this can build coherently beyond Year 2, as the school grows to full capacity. In mathematics, pupils achieve well. There is a strong, structured programme that begins with firm foundations for understanding number and counting in the early years. Across the wider curriculum, pupils recall content from a range of subjects using subject-specific words and phrases. For instance, in science, they draw on specific words to describe life cycles and habitats well. However, in a few subjects, where content was introduced further back in time, pupils sometimes struggle to remember important details and words.

Teachers have sound subject knowledge, particularly in English and mathematics. They use this to organise learning logically and help pupils learn new knowledge step by step. Teachers use questions to correct misconceptions that pupils may have. They use effective techniques, such as practising key words before reading stories in English, to help pupils write well in response to their reading.

The school's approach to early reading is a considerable strength. Knowledgeable staff use helpful routines that support pupils to read unfamiliar words effectively. Staff ensure that extensive practise and repetition help pupils remember new knowledge securely. The school accurately identifies and fills gaps in pupils' phonics knowledge. This has a strong impact, particularly for pupils who struggle more with reading. These pupils are supported

appropriately to read with improving fluency and accuracy. The school promotes a love of reading, including by using books that celebrate diversity and different cultures.

Staff in the early years ensure that classrooms and outdoor learning spaces are well organised and nurture children's curiosity and exploration. The setting is rich with stimulating activities and learning areas to encourage children to make the most of every opportunity to develop. For instance, children sustain concentration through creative arts, building and sand play. Staff are caring. They ensure that each child's needs are met.

The school identifies and meets the needs of pupils with special educational needs and/or disabilities (SEND) appropriately. These pupils are well supported and typically achieve well.

Pupils learn about the significance of fundamental British values. For instance, pupils understand the importance of respect and positive relationships. They understand ways to stay safe when online and how to make healthy food choices.

Most pupils attend regularly and arrive on time. However, this is not the case for all pupils. The school's work to remove barriers for some pupils to attend more regularly has not had the desired impact. Some pupils are not supported to attend as well as they could.

The school is proud of its diverse community and pupils clearly understand that all are welcome here. Pupils respect different views and beliefs. The school maintains a harmonious and calm ethos throughout the day. Daily routines are followed consistently. Pupils have confidence in trusted adults to support them if they fall out with friends or have any worries.

There is now greater stability in staffing. This has supported the school's continued improvement. Staff value the support the school provides. Teachers receive high-quality training and development. This improves their practice. Leaders are considerate of staff's workload.

Trustees and the local executive board understand and fulfil their legal duties. They know the school well. As the school grows, there is a clear commitment by all leaders to ensure that the school continues to maintain its positive and integral position in the wider community.

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 few subjects, the school does not ensure that pupils have a secure understanding of the knowledge they need over time. This means that, sometimes, pupils do not remember important knowledge or vocabulary from previously taught content. The school should ensure that it provides effective ways to help pupils to embed their understanding of important knowledge, so that pupils achieve even higher standards.
- The school's work to ensure that pupils attend regularly has had a varied impact. This means some pupils have barriers to attending more regularly that are not addressed consistently. The school should ensure its work to support families leads to more consistent attendance for pupils.

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	149074
Local authority	North Northamptonshire
Inspection number	10379602
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	117
Appropriate authority	Board of trustees
Chair of trust	James Marscheider
CEO of the trust	Julia Kedwards
Headteacher	Melissa Albert
Website	www.stantoncrossprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2022 as part of the Northampton Primary Academy Trust. There are currently only pupils in the Reception Year up to Year 2 on roll at the school.
- Most staff have joined the school in the last two years. The senior leadership team are a new team this year, with the headteacher in post from September 2024.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered other subjects in the curriculum and the curriculum for the early years.
- Inspectors considered the school's personal development programme, including its relationships and sex and health education offer.
- Inspectors met with the headteacher, senior leaders and subject leaders. They spoke with leaders about the provision for pupils with SEND.
- Inspectors observed pupils' behaviour during lessons, around the school and at social times. They discussed behaviour and attendance with leaders.
- 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.
- The lead inspector met with representatives of the board of trustees, the local executive board, a senior leader for school improvement and the CEO of the trust.
- Inspectors considered a wide range of evidence, including some documents published on the school's website.
- Inspectors spoke with parents and carers, staff and pupils on site. They considered the responses to Ofsted's survey for staff and the views of parents expressed through Ofsted Parent View.

Inspection team

Donna Moulds, lead inspector

Ofsted Inspector

Louise Aird

Ofsted Inspector

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