

Stanhope Primary and Nursery School

Keyworth Road, Gedling, Nottingham, NG4 4JD

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, staff and governors have a shared vision for the school. There has been a marked improvement in the quality of teaching and pupils' learning since the last inspection.
- Pupils, including disabled pupils and those with special educational needs, achieve well.
- Good teaching has increased the rate of pupils' learning. They make good progress in writing and mathematics and often rapid progress in reading. By Year 6 their attainment is good.
- Good systems are in place for checking on pupils' progress. Staff understand the abilities and particular needs of all their pupils.
- Pupils behave well and feel safe and well looked after at school. They are proud of their school and take care to present their work well.
- Relationships throughout the school are respectful and supportive. This reflects the good provision made for pupils' spiritual, moral, social and cultural development.
- The schools' links with outside agencies and other local schools are good and help to make sure that pupils receive effective support for their academic and personal development.
- Pupils are given a well-planned and comprehensive programme of activities that motivate them to learn and encourage them to give of their best.

It is not yet an outstanding school because

- Pupils are not taught sufficiently about how mathematics can help them in their daily lives and the development of their mathematics skills is not supported by their learning in other subjects sufficiently.
- Pupils are not always given clear guidance about what they need to learn next in writing and mathematics.
- Attendance across the school is just average and for a very few pupils it is low.

Information about this inspection

- Pupils in Year 6 were on a residential trip to France during the inspection. Inspectors looked at the work in these pupils' books and checked information held by the school on their progress and attainment.
- Inspectors observed teaching and learning in 18 lessons, three of which were jointly observed with the headteacher.
- Inspectors attended a whole school assembly, talked to pupils from the school council and listened to pupils from Year 1 and 5 read.
- Meetings were held with the headteacher, staff including senior and subject leaders, those responsible for the school's special educational needs provision, an Early Years teacher, and a representative of the local authority. A meeting was also held with three members of the governing body.
- Inspectors observed a sports coach working with pupils, scrutinised a broad sample of pupils' written and mathematics work and observed a playtime.
- A number of school documents were looked at including school improvement plans, attendance data and documents relating to pupils' behaviour and safeguarding.
- Account was taken of the 30 responses to the on-line questionnaire (Parent View), the views of parents spoken to during the inspection, two letters received from parents and the 58 responses to the school's own recent questionnaire. The 22 responses to the staff questionnaire were also considered.

Inspection team

Alison Cogher, Lead inspector

Additional Inspector

Carol Norman

Additional Inspector

Full report

Information about this school

- Stanhope Primary and Nursery School is an average sized primary school.
- The proportion of pupils supported by the pupil premium is broadly average. This is additional government funding for pupils looked after by the local authority and those known to be eligible for free school meals.
- The vast majority of pupils come from White British backgrounds. The numbers of pupils who speak English as an additional language is extremely low.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion of these pupils supported at school action plus or through a statement of special educational needs is below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school shares its site with a Children's Centre and Jesters Childcare. These settings are managed independently of the school and are inspected and reported on separately.

What does the school need to do to improve further?

- Improve teaching so that more pupils make rapid progress in writing and mathematics by making sure that:
 - pupils are given very clear guidance about what they need to do next to take their learning forward
 - pupils have more opportunities to use their mathematics skills in other subjects and to understand how mathematics can help them in their day-to-day lives.
- Improve attendance levels across the school, and in particular the attendance of the very few pupils whose current attendance is low.

Inspection judgements

The achievement of pupils is good

- Children start in the school's Nursery and Reception classes with skills and knowledge that are broadly typical for their age, except in their personal, social and emotional development and their communication and language skills. In these areas children's skills and knowledge are often much lower than typically seen. Children make good progress and are well prepared for their work in Year 1.
- The effective teaching of phonics (the sounds that letters make) has helped to raise pupils' skills in reading and writing. Year 2 results are broadly average in reading, writing and mathematics but are improving as pupils make faster progress and more attain average or higher levels.
- By the end of Year 6, pupils' attainment is usually close to or above average in reading, writing and mathematics. The proportion of pupils attaining the expected Level 4 in reading, writing and mathematics is above the national average. As pupils' progress accelerates the numbers of more-able pupils attaining the higher Level 5 in all three subjects is increasing. Pupil data held by the school indicates that the proportion of Year 6 pupils attaining this higher level is on track to be above national levels this year.
- In 2013 pupils' attainment in English grammar, punctuation and spelling was significantly lower than that found nationally. Current Year 6 assessments show that rapid improvement has been secured and that pupils' attainment is now close to the national average. The school's focus on improving pupils' handwriting this year has also been successful and has helped pupils to significantly improve the presentation of their work.
- Action taken to improve reading has lifted pupils' skills, with many more pupils now making rapid progress and working at above-average levels. Older pupils talk confidently about their favourite authors and read widely to support their learning in other subjects.
- Pupils' progress in writing and mathematics compares favourably with national averages. Pupils make good use of their writing skills in other subjects but rarely apply their mathematics skills in other subjects or real life situations.
- Careful tracking of the progress made by individuals and groups of pupils allows the school to spot those pupils who may need additional support. Pupils supported by additional funding are given the help they need to achieve as well as other pupils in reading, writing and mathematics. The gaps in attainment that were evident between these pupil groups in 2013 have been closed in 2014, with eligible pupils on track to attain as well as others.
- Disabled pupils and those with special educational needs make good progress because of the high quality of support they receive. This support is planned very tightly around their individual needs and the difference it is making is frequently reviewed, to make sure pupils are able to reach their full potential.

The quality of teaching is good

- Pupils make good progress because teaching is good and at times outstanding. Pupils' good relationships with their teachers and other adults contribute significantly to their positive attitudes to learning and their spiritual, moral, social and cultural development.
- Children get off to a good start in the Nursery and Reception classes. Activities are well matched to children's interests and there is a strong focus on helping them to develop their personal and

communication skills.

- Teachers harness pupils' enthusiasm for learning by presenting them with imaginative activities and resources that quickly capture and retain their interest. For example, Year 5 enjoyed a handwriting lesson because they were challenged to write about 'ways to use a shoe box, or a piece of string'. Pupils in Year 3 and 4 used their reading skills to research facts and legends associated with Mexico using laptops connected to websites and quality non-fiction texts.
- Teachers have good subject knowledge and know their pupils well. Activities ensure that pupils of all abilities are challenged to improve at a rate that they can sustain. Good use is made of questioning to check pupils' understanding and to quickly correct any errors or misconceptions. Teachers' regular checking of pupils' work makes sure that they quickly learn new things and develop sharper skills in all subjects.
- The marking of pupils' written and mathematics work gives them good information about how well they have done, and at times asks them to make corrections. However, marking does not sufficiently help pupils to understand how well they are progressing, or show what they need to do next to move their learning on.
- Pupils' responses are valued by teachers and used effectively to move their learning and the learning of others forwards. Teachers ensure pupils are able to work together purposefully to solve problems and they learn from their mistakes.
- Adults have high expectations of pupils and generally manage their behaviour well, although in Years 1 and 2 pupils occasionally do not stick to the task they have been given.
- When planning learning, teachers take due account of pupils' needs and provide additional help if they need it. This ensures that pupils' learning builds successfully from one lesson to the next.
- Pupils' books show that they take pride in their work and sustain their efforts over time. Much of their written work arises from, and is built upon, their work in other subjects so they become competent in a variety of different types of writing. However, pupils have too few opportunities to use mathematics in real life situations or in other subjects so are not always helped enough to see its relevance to their lives as much as they should be.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. In lessons very little time for learning is lost. Just occasionally pupils in Years 1 and 2 do not stay focused enough on their work but the behaviour of older pupils is consistently good and reflects their maturing personal development.
- Pupils are proud of their school. They are polite, welcoming and well-mannered. In lessons the vast majority demonstrate a positive attitude to learning and work hard.
- Pupils enjoy each other's company. They work well together in lessons and share tasks equitably when completing group challenges. Pupils make good use of the school's spacious grounds at break-times and enjoy being physically active.
- The school's work to keep pupils safe and secure is good. Pupils feel safe at school and are very clear about what they can do to keep themselves safe. They are confident that bullying is rare at school and that adults will deal with any unacceptable behaviour. Pupils understand that some pupils find behaving well a challenge, but agree these pupils are well managed and supported to

improve.

- Pupils understand the importance of e-safety and are clear about what they can do to stay safe on-line.
- Pupils understand how teachers mark their work and say it helps them to understand how well they have done in a lesson. They are not always clear about what they need to learn next to move their learning on.
- Pupils appreciate the help they receive in lessons and are confident that if they find something hard an adult will help them to overcome their difficulty. Pupils help each other a lot in lessons and are able to constructively criticise each other's work. They are quick to applaud the effort or progress of a classmate.
- The attendance of the vast majority of pupils is at least average. A very few pupils have poor attendance because they are not brought to school even though they are well enough to attend.

The leadership and management are good

- Since the last inspection the headteacher, staff and governors have made a concerted effort to secure rapid school improvement. They share a single vision to provide pupils with a good education that will enable them to do well in their lives in the future. They have succeeded in improving the quality of teaching and learning so pupils across the school are now making at least good and often better progress in reading, writing and mathematics.
- The local authority has provided focused and sustained support and challenge for the school. This, as well as working closely with other local schools has helped to improve teaching and establish robust systems for checking how well the school is doing.
- Senior and subject leaders have a clear picture of teaching strengths and know what needs to be improved. The system for setting targets for teachers is rigorous and ensures that they are accountable for the achievement of pupils in their class.
- There has been an appropriate focus on improving pupils' reading, writing and mathematics skills. However, the school has also provided pupils with a wide range of experiences and activities to broaden their knowledge and understanding of the wider world. Through art and music pupils learn about different countries, their culture and history. Residential experiences, including the Year 6 visit to France and after school clubs further enrich pupils' learning.
- Good use is being made of the additional funding to help eligible pupils to achieve as well as other pupils. Pupils' academic and personal development are both supported equally well.
- The school uses the additional sports funding well to employ a sports coach. This is broadening the range of sporting activities available to pupils and providing training for staff to ensure they can sustain good quality sports provision. Sporting activities and cookery lessons are helping pupils to understand the importance of a healthy lifestyle.
- The school ensures all pupils have equality of opportunity and there is no discrimination of any kind. The school promotes pupils' spiritual, moral, social and cultural development well through the everyday interactions between pupils and staff and the broad range of activities and experiences provided.

- Most parents who were spoken to or completed Parent View or the schools questionnaire responded positively. They are confident that their children are happy and safe at school and that they are taught well.

■ **The governance of the school:**

- The governing body has contributed significantly to the school's improvement since the last inspection. They have increased their involvement in checking the school's work and are well informed about pupils' achievement and the school's progress towards its priorities. They hold the headteacher and other leaders to account for all aspects of the school's performance. Governors have a good understanding of the quality of teaching in the school and how well pupils are doing, including those supported by the additional funding. They know how the sports funding and pupil premium are being spent and their expected impact on pupils' knowledge and skills. The procedures for managing staff performance, including how they are supported by professional development and salary progression for teachers at different stages in their careers, are fully understood by governors. Governors fulfil their statutory responsibilities and ensure that all requirements, including those relating to the safeguarding of pupils are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122715
Local authority	Nottinghamshire
Inspection number	441944

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	David Stillings
Headteacher	Andrew Marriott
Date of previous school inspection	22 January 2013
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