

Inspection of a good school: Stanley Common C of E Primary School

143 Belper Road, Stanley Common, Ilkeston, Derbyshire DE7 6FS

Inspection date:

15 July 2021

Outcome

Stanley Common C of E Primary School continues to be a good school.

However, inspectors have some concerns that one or more areas may be declining, as set out below.

What is it like to attend this school?

This is a small school with a warm, family atmosphere. Pupils impressed inspectors with their friendliness and respectful attitudes. Pupils behave well and care for each other.

In lessons, pupils work hard and try their best. They present their work neatly and carefully. Pupils interact well with each other and with adults. These warm relationships enable pupils to flourish.

Bullying is not a problem. Pupils know how to keep themselves safe. The 'i-vengers' group helps other pupils to understand how to stay safe online.

Parents complimented the school's provision for remote education. In their responses to Ofsted's online survey, parents praised staff for being approachable and 'extremely helpful'.

There is a range of activities to promote pupils' wider development. Pupils can become members of the school council or sports ambassadors. They can develop healthy lifestyles through sports activities such as 'wicked wheels'. Parents and pupils can enjoy family Pilates and boxercise sessions run by the school's sports coach.

In English and mathematics, pupils receive a good quality of education. Across all other subjects, the curriculum has only recently been revised. Over the coming year, leaders plan to check how well pupils know and remember more in these subjects.

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

Since the last inspection, the school has gone through an unsettled period. There have been several changes in leadership. Until recently, the curriculum did not set out the important knowledge and skills pupils should acquire in subjects other than English and

mathematics. The curriculum did not support pupils to know and remember more as they progressed through the school.

The headteacher has made curriculum development a key area of focus. Leaders and staff have recently written new curriculum plans. The draft curriculum now sets out precisely what pupils should know, and by when, in all subjects, from the early years to Year 6. Staff will begin teaching the new curriculum from September 2021.

Previously, senior leaders took responsibility for all subjects. Curriculum leaders have recently been appointed. They are enthusiastic and have strong subject knowledge. However, they currently lack the confidence and skills required to fulfil their leadership roles. They do not yet have an accurate overview of the impact of the curriculum on pupils' learning.

Leaders have revised the reading curriculum. They have raised the profile of reading throughout the school. Staff have reviewed the texts they use in lessons to reflect class topics and pupils' interests. Leaders revitalised the school library. Pupils enjoy spending time browsing and borrowing books in this attractive area. Pupils make a strong start in learning to read as soon as they join the school. They take part in the daily phonics sessions with enthusiasm. Pupils with special educational needs and/or disabilities (SEND) receive support that is carefully focused on their needs. Pupils read from books that match their reading ability well. They quickly develop as confident readers.

The mathematics curriculum is strong. Teachers regularly refer to previous lessons, to ensure that pupils build a secure store of mathematical knowledge. This helps them to know and remember more from year-to-year. Pupils receive work that is suitably demanding. Staff have high expectations of all pupils.

In science, pupils work with interest and enthusiasm. The work in their books shows that lessons follow a logical sequence. Pupils present their work neatly and carefully. Inspectors visited a lesson where pupils in Years 3 and 4 were learning about methods of grouping animals and plants. Pupils were working with strong focus and attention. They discussed the subject confidently, using scientific vocabulary. Pupils said: 'We already knew what animals need to survive.' This helps them understand new concepts.

Leaders and staff promote pupils' wider development well. Pupils learn about a range of faiths and cultures. Staff commented that encouraging respect for each other's differences is 'embedded in everything we do'.

Staff say they feel appreciated and cared for by leaders. Their workload can be demanding. However, leaders do what they can to be considerate of pressures on staff.

In discussion with the headteacher, we agreed that the establishment and leadership of the new curriculum may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. The headteacher emphasised that safeguarding is a high priority for everyone, saying: 'It's who we are.' As a small school, leaders and staff know the pupils and families very well. This means they are quick to respond to concerns, however small. Pupils say they feel safe at school. They trust the adults around them and know how to keep themselves safe. Leaders, staff and governors receive regular safeguarding training and updates.

The school's policies and procedures are strong, including staff pre-employment checks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans in all subjects other than English and mathematics have recently been rewritten. There is a plan to begin implementing the revised curriculum from September 2021. The effectiveness of the new curriculum, and the impact on pupils' learning and progress, is not currently known. Leaders should ensure that the curriculum is coherently sequenced and has a positive impact on pupils' ability to know and remember more, in all subjects, from the early years to Year 6.
- Until recently, there were no curriculum leaders at the school. Leaders have now been appointed in all subjects. They are inexperienced in their roles and do not have an accurate overview of their curriculum areas. Senior leaders should ensure that curriculum leaders quickly gain the necessary confidence and expertise to fulfil their leadership roles.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 19 and 20 April 2016.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	112855
Local authority	Derbyshire
Inspection number	10201076
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair of governing body	James Siddons
Headteacher	Ian Reeve
Website	www.stanleycommon.derbyshire.sch.uk
Dates of previous inspection	19 and 20 April 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in November 2020. The chair of governors has taken up his role since the last inspection.
- The school is a voluntary-controlled Church of England school.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and other curriculum leaders. The lead inspector held a meeting with the chair of governors and a representative of the local authority.
- Inspectors looked closely at the quality of education in reading, mathematics and science. This involved speaking with leaders, staff and pupils, visiting lessons, reviewing curriculum plans and samples of pupils' work. An inspector observed pupils who are in the early stages of reading read to a familiar adult.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and other documents relating to safeguarding. The lead

inspector met with the designated senior leader for safeguarding to discuss the school's policies and procedures. Inspectors spoke with pupils and staff to evaluate the school's safeguarding culture.

- Inspectors observed pupils' behaviour in lessons and around school.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

Kirsty Norbury

Her Majesty's Inspector

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