

Inspection of a good school: Stanton Primary School

Woodland Road, Stanton, Burton-on-Trent, Staffordshire DE15 9TJ

Inspection date: 10 March 2022

Outcome

Stanton Primary School continues to be a good school.

What is it like to attend this school?

Pupils say this is a happy school where everyone is friendly and kind. They strive to live out the school's PRIDE values (polite, respectful, independent, determined and enthusiastic) in all areas of school life. Pupils are proud of their school. They behave well and work hard in lessons.

The school places pupils' well-being at the heart of all that it does. Pastoral care is strong. Inclusion is a high priority. Pupils say that teachers make learning fun and interesting. Pupils enjoy reading and enjoy being read to by adults. Recent visits from authors have helped to deepen pupils' love for reading.

Pupils enjoy the wide range of clubs and experiences on offer. Pupils talk enthusiastically about the clubs on offer, such as times tables club, gardening, cricket and basketball.

Pupils benefit from opportunities to improve their school and community. The eco council promotes litter picking. Active champions organise outdoor play activities. Pupils play together harmoniously. Pupils say they feel safe at school. They are confident that their 'trusted adult' will act quickly to stop any bullying that occurs.

Parents and carers speak highly of the school. One parent summed up the views of others in commenting, 'My child is happy and thriving in this school.'

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

The headteacher and governors are ambitious for pupils and have a clear vision for the school. Leaders continually evaluate the curriculum. They know the strengths and areas for development.

Leaders have improved the curriculum in science since the last inspection. The curriculum is well designed to ensure that pupils build skills and knowledge over time. Teachers show strong subject knowledge and make useful links between science and other areas of the

curriculum. For example, pupils use their knowledge of food chains in their geography lessons on the African plains.

The curriculum for most other subjects is well sequenced and includes the important knowledge that pupils need to learn. This helps teachers to know what to teach pupils and the order in which to teach it. In a small number of subjects, leaders have not planned carefully enough the key pieces of knowledge that pupils need to know and remember, and the order in which this knowledge is taught.

Reading has a high priority across the school. Each class has a well-stocked library. Pupils respond well to incentives for regular reading. There is a consistent approach to teaching reading. Children are taught phonics from the start of Reception. They eagerly take part in daily phonics sessions. As pupils' learning has been disrupted by the pandemic, teachers are providing extra phonics for those pupils who need it. Teachers make sure that most pupils have a book that is well matched to the phonics they have been taught. However, a few pupils are given books that are too hard for them. This means they do not get enough practice to catch up and become fluent readers.

Teachers are quick to notice when pupils struggle with their work. Teachers adjust the curriculum so that pupils have extra time to practise and understand important content. Pupils with special educational needs and/or disabilities benefit from bespoke resources and support to access the curriculum. This enables these pupils to learn alongside their classmates.

The school's early years curriculum prepares children well for Year 1. Learning is thoughtfully planned. Children benefit from a vibrant and engaging environment. There is much to help children develop their vocabulary and social skills. Staff make sure that children develop a secure grasp of reading, writing and number during their time in Reception.

Warm, nurturing relationships are evident across the school. Classrooms are settled, calm environments for learning. Pupils work diligently, responding well to their teachers' high expectations.

Leaders work hard to provide experiences and environments to prepare pupils well for the next stage of their education. Pupils talk enthusiastically about enrichment opportunities such as learning to play the trumpet or taking part in curling. Pupils learn the importance of valuing and respecting everyone, whatever their beliefs or background.

Staff say they are proud and happy to work at Stanton Primary School. There is a strong team approach in this small, but growing, school. Teachers typically lead more than one subject. They feel well supported by leaders, who help to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide frequent training so that staff know the risks to children and signs to look out for. Staff know pupils very well and are alert to the slightest concern. Adults in school understand the process for reporting concerns. Leaders follow up on reports quickly and make sure that pupils and families get the help that they need.

Safeguarding is built into the curriculum to help pupils learn how to keep themselves safe. It is also the focus of many assemblies and events, such as 'Anti-Bullying Week' and internet safety sessions. Pupils know how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some younger pupils who have fallen behind in reading, or who face greater challenges, do not have reading books which precisely match what they know and can do in phonics. This hampers their ability to catch up quickly. Leaders should ensure that there are sufficient books which finely match pupils' reading ability.
- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. Plans do not clearly identify the key pieces of knowledge that leaders expect pupils to know, and when they should learn them. This risks hindering pupils' achievement in these subjects over time. Leaders must ensure that the curriculums for all subjects clearly outline the essential knowledge that pupils must learn and the order in which it should be taught.

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 evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 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.

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	112637
Local authority	Derbyshire
Inspection number	10212519
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	Local authority
Chair of governing body	John Brown
Headteacher	Carla Norris
Website	www.stanton.derbyshire.sch.uk
Date of previous inspection	24 January 2017, under section 8 of the Education Act 2005

Information about this school

- This is smaller than the average-sized primary school.
- Since the last inspection, there has been building work to accommodate the increased numbers of pupils on roll.
- The school introduced wraparound care for pupils in September 2021.
- The school does not use alternative provision.

Information about this inspection

This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, curriculum leaders, the early years leader and groups of staff.
- The lead inspector spoke with three members of the governing body, including the chair. She also spoke with a representative of the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, the inspectors visited lessons, looked at curriculum planning, reviewed pupils' work and spoke with pupils and teachers about their lessons.
- The lead inspector listened to pupils in Years 1, 2 and 3 read.
- The inspectors met with groups of pupils, and spoke to other pupils informally.
- An inspector visited the wraparound care provision.
- A wide range of documents were scrutinised, including those relating to safeguarding, attendance and behaviour. An inspector also scrutinised the school's single central record.
- The inspectors reviewed the responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. The inspectors spoke with parents at the end of the school day. The inspectors also considered the responses to the staff survey.

Inspection team

Joanne Sanchez-Thompson, lead inspector Ofsted Inspector

Peter Johnston Ofsted Inspector

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