

# Inspection of Stanhope Primary and Nursery School

Keyworth Road, Gedling, Nottingham, Nottinghamshire NG4 4JD

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Inspection dates: 14 and 15 June 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils are happy and safe at school. They told inspectors that at Stanhope everyone is 'accepted and treated fairly.' Most pupils follow the revised school's rules of, 'Be kind, be safe and be yourself.' A few pupils receive extra support to help them to follow the school rules. Parents and carers feel that the changes to the school's behaviour procedures are having a positive impact on the everyday life of school. However, this is not yet consistent. Not all adults make checks to ensure that all pupils demonstrate positive attitudes such as being respectful and tolerant of others.

Pupils say that bullying does not happen at school. If any instances arise, pupils feel confident that staff would step in and resolve any issues.

Leaders have prioritised curriculum developments and improving pupils' behaviour. Staffing and leadership changes have delayed some of these developments. This has slowed the pace of change in school. However, some staff feel that the recent changes are adding to their workload.

Pupils in the early years get off to a good start because relationships between families and staff are strong. Parents told inspectors that this is not consistently maintained as their child moves through school.

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

Leaders are reviewing the school's curriculum. They are checking that all curriculum subjects clearly identify the key knowledge pupils need to know and when. Leaders are ensuring that all staff have the expertise to teach all subjects. They are beginning to ensure that subject leaders make checks in their subject areas. However, many of the developments are recent. For some pupils with special educational needs and/or disabilities (SEND) the curriculum offer is inconsistent. This does not help these pupils to know and remember more over time.

The school's early reading programme is also a recent development. Leaders are ambitious for all pupils to learn to read well. They have introduced new reading books that match the sounds pupils learn. Teachers have received training to help them understand how to sequence reading lessons. However, leaders have not ensured that the programme is supporting all readers to learn to read quickly and effectively.

Some pupils with SEND do not always receive well-planned support that matches their needs. Sometimes, the targets set for some pupils to achieve are too broad and hard to measure. This does not help some pupils with SEND to build a secure foundation of knowledge. Leaders' actions to address these concerns are in their infancy.

The early years is a strength of the school. Children enjoy their learning. Adults encourage children to be independent and curious. Leaders have ensured that the learning environment is rich with language. Adults understand the needs of the children well. They help children to develop their knowledge of all areas of learning in meaningful ways.

Leaders ensure that there is a range of activities including sports, arts and gardening clubs available to pupils. They ensure that all pupils have equal access to the school's wider clubs offer. Pupils learn how to stay safe online. They understand the importance of a healthy diet and exercise. However, some pupils' understanding of British values and different community groups is limited. This means that a few pupils in school demonstrate behaviour and attitudes that are not respectful or tolerant of others.

Leaders seek to identify the barriers that affect pupils' attendance and punctuality. They support families to find ways to help their child come to school. This has had some impact for some families. However, there remains a small group of pupils whose attendance and persistent absenteeism is of concern.

The school's governing body has been through a period of uncertainty. Many governors, including the chair of governors are new to post. Governors have not yet sufficiently challenged leaders on all aspects of school life. Governors have created a plan of action to address these issues.

Most staff are proud to work at the school. They feel that the school is a 'community.' Most staff understand that leaders' actions are needed to improve the school. However, some staff told inspectors that these changes sometimes resulted in additional workload for teachers. Parents and staff felt that communication within school and with families could be improved.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have introduced new systems to strengthen safeguarding procedures. Staff have received training in how to use it. Leaders are using all available information to understand the needs of pupils and families. Records show that staff alert leaders promptly of any concerns. Leaders work with a range of external agencies to ensure pupils have the right support. They adapt the curriculum and provide additional support for pupils who may be at risk of exploitation.

Pupils spoke confidently about being safe. They say that there are adults in school they would talk to if they were worried or upset.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Pupils who are at the earliest stages of learning to read do not receive precise teaching of the schools' early reading programme. This hinders them from learning to read quickly and efficiently. It does not help them to keep up with their peers. Leaders must ensure that all pupils who are at the earliest stage of reading receive the most effective methods to help them to learn to read.
- The school's curriculum does not precisely set out what all pupils, including those with SEND, should know and when. Leaders do not ensure that pupils receive precise work that meets their needs. As a result, in some subjects, pupils do not remember the key knowledge that leaders have identified. Leaders should continue to refine the curriculum and ensure it identifies the key knowledge that all pupils, including those with SEND, need to know and remember as they progress through school.
- Governors are overly reliant on what leaders tell them. This prevents them from being able to check well enough the impact of leaders' actions. Governors should make rigorous checks on the information they are given so that they can hold leaders to account more effectively.
- Some pupils' understanding of fundamental British values and protected groups is not well developed. Some pupils display behaviour that does not represent the values of modern British society. Leaders must ensure that the school's curriculum develops pupils' understanding of different communities. They must ensure that all staff have the relevant knowledge and expertise to identify and manage pupils' behaviour that may not represent the values of modern Britain.
- Absence and persistent absence rates are too high for the most vulnerable pupils in school. This slows down the learning for these pupils because they have too many gaps in their knowledge of the school's curriculum. Leaders must ensure that they use all available procedures in a timely way to address rates of absenteeism.
- Some parents and staff who gave their opinion about the work of the school are not happy about how leaders manage communication. Some staff consider leaders' actions impact negatively on their workload. Parents do not feel that their concerns are responded to well. Leaders must ensure that they have procedures in place to ensure all stakeholders are well informed of actions that help to move the school forward. They must have systems in place to address any issues parents or staff may have so they can be identified and resolved in an appropriate and timely manner.

## 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

<b>Unique reference number</b>	122715
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10227386
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	383
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Michael Westwell
<b>Headteacher</b>	Amanda Richards
<b>Website</b>	<a href="http://www.stanhopeprimary.co.uk">www.stanhopeprimary.co.uk</a>
<b>Date of previous inspection</b>	2 and 3 October 2018, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, a new headteacher, two assistant headteachers and an early years leader have been appointed.
- Over this same period of time, there have been four chairs of the governing body. The current chair of governors was appointed in January 2022.
- The school uses one unregistered alternative off-site provider; pupils are supervised by school staff at all times when accessing this provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the special educational needs coordinator and the early years leader.

- Meetings were held to gather information around attendance, behaviour and the school's personal development offer.
- The lead inspector met with governors, including the chair of governors. A telephone conversation was held with a representative from the local authority.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, geography and art and design. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also sampled the school's curriculum for science and history. Pupils were also observed reading to a member of staff.
- Inspectors observed pupils' behaviour during lessons and at breaktime and lunchtime. They spoke to pupils and staff about their views on behaviour.
- Inspectors checked the school's arrangements for safeguarding through discussions with leaders, staff and pupils. Inspectors scrutinised a range of safeguarding documents including the school's single central record.
- Inspectors reviewed the staff and parental responses to Ofsted's online questionnaire. Inspectors also spoke to parents during the inspection.

### **Inspection team**

Shaheen Hussain, lead inspector	Her Majesty's Inspector
Shaun Carter	Her Majesty's Inspector
Amanda Greaves	Ofsted Inspector
Jamie Nairn	Ofsted Inspector

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