

Inspection of Stanford-Le-Hope Primary School

Copland Road, Stanford-le-Hope, Essex SS17 0DF

Inspection dates: 22 and 23 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils look after each other at Stanford-Le-Hope Primary School. They live the school's cooperative values in everything they do. Older pupils support younger pupils as 'peer mentors' and 'reading buddies'. They do this well and are proud of their work. Pupils play well together, including during lunchtimes and in the school breakfast club. Pupils know that, on the very rare occasions bullying happens, staff are quick to deal with it.

Pupils behave well in lessons. Staff have high expectations of pupils and pupils work hard to reach these. Pupils appreciate the high-quality support they get from all adults in school. They take responsibility for their learning and behaviour, developing both independence and resilience. Pupils know there are trusted adults they can talk to if they are worried and that these adults will help them. Pupils are safe at school.

Pupils are welcoming of everyone. They understand the importance of treating those who are different from them with respect. They enjoy the opportunities leaders provide for new experiences, such as themed history days in school. These help pupils to learn more about the subjects they study. Pupils are happy and enjoy being at school.

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

Leaders have designed an ambitious curriculum. This provides pupils with opportunities to build on what they already know and can do. In most subjects, leaders have identified precisely the most important knowledge pupils should learn, the order it will be taught in and when themes will be revisited. This helps pupils to develop a secure understanding of what they have learned. In mathematics, for example, pupils have a good understanding of important concepts. In some subjects, the curriculum is newer. In these subjects, leaders have not identified all of the most important knowledge pupils need to learn, or ordered it as well as in other subjects. This means that, while pupils have an appropriate understanding of what they have been taught, there are occasionally some misconceptions and gaps in their knowledge in these subjects. In most instances, teachers check on what pupils know and can do effectively. This helps them to match work appropriately to what pupils need to learn. In some subjects, teachers do not use their checks on pupils' learning as well. This means that they do not always have a clear picture of where pupils' understanding is less secure.

Children begin to learn to read as soon as they join the early years. In the Nursery, adults use a range of stories, books and rhymes to capture children's interest in reading. In Reception, children begin to learn the sounds that letters make quickly. Well-trained staff teach phonics effectively across the school. Accurate checks on pupils' reading identify anyone who is finding reading hard. Pupils get appropriate support to develop their confidence and fluency in reading. As pupils read more, teachers help them to improve their understanding of the texts they read. Pupils enjoy the books that teachers read to them.

The early years provides children with a good start to school. Well-planned activities allow children to experience all aspects of the curriculum. Children achieve well across these areas. Teachers provide children with lots of opportunities to learn stories. Children enjoy activities which are linked to these stories, such as making gingerbread man biscuits.

Leaders ensure that the support for pupils with special educational needs and/or disabilities (SEND) is of a high quality. The special educational needs coordinator (SENCo) trains all staff effectively. Staff have the same high ambitions for pupils with SEND as they do for other pupils. Staff work together well to ensure that all pupils access the curriculum and receive the support they need to achieve well.

Pupils have a secure understanding of equality and individual differences. They show kindness towards each other and adults. Additional events, such as the opportunity to visit the Lord Mayor's Office, help to teach pupils about democracy. Pupils enjoy the increased number of clubs they get to attend at school. The school 'aspiration week' provides pupils with opportunities to learn about careers they may wish to follow when they are older.

Leaders, teachers and other adults are proud to work at the school. Trustees and local governors have a secure understanding of what the school does well. They hold leaders to account effectively. Leaders have worked hard to engage the parental community and most parents and carers would recommend the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all required pre-employment checks are completed and recorded accurately. Staff are trained well to identify the signs that a pupil is at risk of harm. They report all concerns quickly and accurately. Leaders act swiftly on all concerns raised. They work well with all external agencies to ensure that pupils are kept safe.

Pupils know how to keep safe. The curriculum teaches pupils about online safety and pupils have a secure understanding of this. Pupils know there are adults at school who will help them if they have worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not precisely identified the most important knowledge that pupils need to learn, or the order in which they need to learn it. This means some pupils have some gaps in their knowledge and some misconceptions. Leaders must ensure that in all subjects they identify the most important knowledge pupils need to remember and the order in which this needs

to be taught so that pupils develop a deeper understanding and achieve equally well across all subjects.

- In some areas, teachers do not use assessment consistently effectively. This means they do not always adapt teaching closely enough to pupils' prior learning. Leaders must ensure that teachers use assessment practices consistently well so that so that pupils have more opportunities to embed new learning and to deepen existing learning.

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](#)' 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	139566
Local authority	Thurrock
Inspection number	10241737
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	Board of trustees
Chair of trust	Trisha Jaffe
Headteacher	Lisa Glandfield
Website	www.stanfordlehopeprimary.co.uk
Dates of previous inspection	26 and 27 April 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Osborne Co-operative multi-academy trust.
- The headteacher was appointed in September 2018.
- There is a local governing body with some powers delegated to it.
- The school runs a breakfast and after-school club for pupils.
- The school runs a nursery on site.
- The school has a nursery SEND resource base and a visual impairment resource base.
- The school makes use of one registered alternative provider.

Information about this inspection

Inspectors carried out this graded 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 carried out deep dives in these subjects: early reading, mathematics, science, computing and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised safeguarding policies, the school's record of background checks on adults at the school, and a sample of child protection files. Inspectors also spoke with trustees, governors, leaders, the designated safeguarding lead and staff about safeguarding practices at the school.
- Inspectors held meetings with the headteacher, SENCo, subject leaders, staff, trustees, governors, trust staff and pupils.
- Inspectors reviewed a range of documents, including behaviour logs, bullying records, attendance records, pupil records, minutes of governor body and trust meetings, governor monitoring notes, school improvement plans and school policies.
- There were 25 responses to Ofsted's online questionnaire, Ofsted Parent View, which were considered alongside 21 free-text responses. Inspectors spoke with parents as they arrived at school.
- There were no responses to Ofsted's questionnaire for pupils. Inspectors spoke with pupils throughout the inspection to gather their views.
- There were 51 responses to Ofsted's questionnaire for school staff. Inspectors also spoke with staff throughout the inspection to gather their views.

Inspection team

Michael Williams, lead inspector

His Majesty's Inspector

Susan Sutton

Ofsted Inspector

John Crane

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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