

Inspection of Stanley Common CofE Primary School

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

Inspection dates: 23 and 24 November 2022

Overall effectiveness

Inadequate

The quality of education

Requires Improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Leaders do not do all they can to keep all pupils safe. They do not always spot concerns about pupils' welfare. Although pupils know that they can speak to any adult in school if they have a concern, they do not always feel confident to do so.

Pupils are friendly, polite and courteous. They like their school because everyone knows each other. Generally, pupils behave well. Older pupils help those who are younger to keep the school rules, including at lunchtime. Pupils say that bullying 'does not happen'.

Pupils enjoy the various extra-curricular activities and responsibilities they have in school. Some pupils who demonstrate a particular talent receive support from leaders to attend extra sports clubs beyond those that the school runs. All pupils have opportunities to take part in residential visits. They participate in community events and fund-raise for charities.

Parents and carers have positive views of the school. They appreciate the warm and friendly atmosphere. One parent typically said: 'This is a family-orientated, village school.'

Some subjects in the school's curriculum are not well ordered to help pupils gain more knowledge over time. This slows down the learning for all pupils, including those with special educational needs and/or disabilities (SEND).

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

Leaders' actions to improve the quality of education since the previous inspection have been limited. Improvements in phonics and mathematics have been slow. In these subjects, some adults do not have the precise knowledge they need to deliver the curriculum. In mathematics, teachers sometimes do not ensure that pupils have sufficient opportunities to apply and deepen their understanding of the subject. Some subjects are in the early stages of development. In these subjects, leaders have not thought carefully enough about what pupils must know and remember.

Teachers do not follow the planned curriculum precisely or fully. Occasionally, they omit key aspects of a subject because they consider it too tricky for pupils to understand. In some subjects, the key knowledge is mixed up with other curriculum areas. This does not help teachers to make precise checks on what pupils know. It prevents pupils from deepening their understanding of the school's curriculum. This can lead to a few pupils developing negative attitudes towards certain subjects.

Leaders want the best for pupils with SEND. These pupils enjoy coming to school. However, leaders have not ensured that the precise needs of these pupils are reliably identified. Some pupils with SEND wait too long for the right support. This slows down their progress.

Leaders ensure that pupils share a wide range of books in school. This has helped pupils to learn and understand more ambitious vocabulary. However, leaders have not ensured that all adults have an up-to-date understanding of how to deliver the school's early reading programme. Some adults do not always choose the most suitable strategies that help pupils to learn to read as quickly as they should. They do not check that pupils have a secure grasp of the letters and sounds they should know. Teachers do not always help all pupils with SEND to improve their reading as quickly as they could so that they catch up with their peers.

Routines and expectations for children in the early years are well established. Children benefit from using the outdoor area to support their learning. For example, children develop their counting knowledge by chalking amounts onto their gingerbread men. The planned curriculum in the early years does not clearly outline what children must know and remember.

Leaders work closely with families to improve pupils' attendance and punctuality. Some pupils do not attend school often enough or they arrive late. Leaders' actions are not improving the attendance of some of the school's most vulnerable or disadvantaged pupils.

Pupils understand right and wrong. They know how laws are made in this country. They learn how to respect different viewpoints through debates and discussions. They know how to eat healthily and keep fit. However, some pupils' understanding of different faiths and diversity in families is less well developed.

Governors support leaders. However, they do not hold leaders to account rigorously enough. Governors do not carry out sufficient checks to ensure that they are meeting their statutory duties, particularly concerning safeguarding.

Leaders engage well with staff. They consider staff workload and well-being when implementing changes.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not use the full range of information they have to consider the risks pupils may face. Safeguarding records are not thorough. They do not provide leaders with a comprehensive oversight of the pupils who need support to help keep them safe. Leaders do not always act quickly enough to ensure that pupils receive the support they need at the right time.

Governors do not make sure that they regularly and rigorously check the school's safeguarding procedures. This means that pupils' safety is not always given sufficient priority.

Leaders have not ensured that staff know and remember the most up-to-date information about the risks pupils may face.

Pupils understand how to keep themselves safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Systems, procedures and policies linked to safeguarding and attendance are not sufficiently rigorous. This means that routines and practices to ensure that pupils attend, and are safe, are not robust. This is particularly the case for the most vulnerable pupils and for disadvantaged pupils. Leaders and governors should ensure that safeguarding systems, policies and procedures are urgently reviewed. They must ensure that all staff fully understand their responsibilities for safeguarding and attendance.
- Since the last inspection, leaders' actions to improve the school's curriculum, including in early reading and mathematics, have been limited. Some aspects of the school's wider curriculum are not fully sequenced or well implemented. This is not helping pupils to know and remember more over time. Leaders must ensure that there is clarification as to the key knowledge that they want pupils to learn and remember, including in the early years. They must make sure that teachers have the necessary knowledge and skills to be able to teach the planned curriculum with accuracy and fidelity.
- Pupils with SEND do not reliably receive all the precise support they need to meet their needs. This slows their progress. Leaders must ensure that all pupils with SEND consistently benefit from an ambitious curriculum. They must ensure that staff have the knowledge and expertise to meet the precise needs of all pupils with SEND.
- Some pupils' knowledge of different protected groups and of different beliefs is not secure. This does not prepare them well for life in modern society. Leaders must ensure that pupils' understanding of diversity and difference enhances their knowledge of British values.

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	112855
Local authority	Derbyshire
Inspection number	10227939
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	58
Appropriate authority	The local authority
Chair of governing body	Andrew Alton
Headteacher	Ian Reeve
Website	www.stanleycommon.derbyshire.sch.uk
Date of previous inspection	15 July 2021, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England primary school. It underwent a section 48 inspection of the school's religious character on 14 January 2016.
- A new chair of governors has been appointed recently.
- The school does not use any alternative provision.

Information about this inspection

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

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- This was the second routine inspection the school has received since the COVID-19 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, leaders of behaviour and attendance and those with responsibility for the provision of pupils with SEND.
- The lead inspector met with the chair of the governing body.
- Inspectors carried out deep dives in reading, mathematics, computing and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and governing body minutes. They considered information about pupils' behaviour and attendance, and the wider curriculum.
- Inspectors met with the designated safeguarding leader. They evaluated the effectiveness of safeguarding arrangements by speaking with staff and pupils, considering relevant policies and safeguarding training records, and reviewed samples of pupils' safeguarding records.
- Inspectors considered responses to Ofsted's online surveys. Inspectors met with parents and spoke with pupils during the inspection.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

Jo Ward

Ofsted Inspector

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