

Inspection of Stanhope Primary School

Gresford Street, South Shields, Tyne and Wear NE33 4SZ

Inspection dates: 4 and 5 May 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders and staff have created a caring, nurturing school. Pupils feel happy and safe.

There are high expectations for every child. Staff teach pupils the basics of reading and mathematics very effectively. In other subjects, pupils are generally gaining important knowledge in a well-sequenced way. Leaders and staff continue to refine the teaching of some subjects.

Pupils' behaviour is exemplary. There is a calm, purposeful learning atmosphere around school. Pupils play well together at lunchtimes and playtimes. Incidents of bullying are rare. Staff deal with these promptly. Pupils are confident that adults will support them if they have any concerns.

Staff work closely with parents and other local settings to get to know children in the early years. Children settle quickly into school routines and expectations. Staff successfully teach pupils the attributes of what it is to be a good citizen. Pupils have high levels of respect for others. They make valuable contributions to school life and the local community. Staff provide pupils with useful guidance about education and career pathways. This helps to expand pupils' horizons and aspirations.

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

Leaders have created well-designed curriculums for reading and mathematics. By the end of Year 6, pupils achieve well in these subjects. Leaders have taken suitable action to improve pupils' achievement in writing.

In other subjects, such as history, geography and art, leaders have suitably planned the key knowledge they want pupils to know. Pupils generally gain secure knowledge in these subjects. Teachers check that pupils have secured important knowledge of the planned curriculum, using an appropriate range of assessment approaches. However, in subjects such as history, pupils do not develop the knowledge that would help them to know how to 'think like a historian' or understand what ideas such as 'empire' mean. Leaders know that some refinement is required to help pupils make better connections and make greater use of the knowledge they have gained.

Leaders and staff have a sharp focus on ensuring that pupils become confident, fluent readers. All staff have received suitable training. They have a proficient level of expertise for teaching phonics and early reading. Pupils' books are well matched to their phonics knowledge. Leaders have a clear expectation that pupils will read regularly within school, and they encourage pupils to practise their reading at home. The records devised to check pupils' wider reading are not consistently used, making it difficult for leaders to check that pupils read as regularly as intended. Staff continue to develop pupils' reading expertise through teaching in lessons and a wide

exposure to quality texts. This strengthens pupils' knowledge of texts. Pupils talk with interest and understanding about their book choices.

Staff expectations and consistent use of approaches to behaviour management result in excellent pupil behaviour. Children in Nursery and Reception listen carefully to adults and work cooperatively with other children. Pupils work diligently in lessons and take immense pride in their work.

Leaders have enhanced the early years classrooms to further support the delivery of the planned curriculum. Leaders have plans to similarly develop the early years outdoor learning environment to strengthen opportunities for staff to deliver the early years curriculum.

The curriculum enhances pupils' respect for people from other backgrounds and their understanding of the need to treat everyone equally. Pupils make an active contribution to their school, local and global communities. They have access to a wide range of before- and after-school clubs. Staff suitably develop pupils' physical health. Pupils are proud of their sporting achievements and recognition by others of their sense of fair play. There is a range of pastoral support and expertise to help pupils' mental health needs. Leaders provide pupils with access to Teddy, the school dog, to help them to manage their emotions.

Staff promptly identify the needs of pupils with special educational needs and/or disabilities (SEND). They diligently deliver the plans that are in place to support these pupils. Pupils with SEND succeed both academically and socially.

Leaders have a good understanding of the school's strengths and areas for further improvement. They ensure that suitable staff development is provided. Governors are well informed about the school and knowledgeable about the community it serves. They strategically check the quality of education and that the school meets its statutory duties. Staff are positive about how leaders consider their workload and well-being. Leaders and staff engage well with stakeholders and parents. Events and resources, such as the reading café or the science fayre, help parents to find out about their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff promptly identify pupils who may be vulnerable to safeguarding risks. They work tenaciously with a wide range of other agencies to secure help for pupils and parents. Leaders follow a range of processes to check the suitability of staff to work with pupils. This includes pre-employment checks and appropriate responses to any other concerns raised.

The school's curriculum provides pupils with guidance on how to stay safe, including how to stay safe online. Staff teach pupils about healthy relationships and how to have respect for others. Pupils demonstrate an age-appropriate understanding of

these aspects.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approaches to checking that pupils practise reading regularly are not consistently applied. This makes it difficult for leaders to identify if expectations are being met. Leaders should ensure that school systems are used in a consistent and manageable way.
- In some subjects, the curriculum does not map out the different types of knowledge that pupils should be taught clearly enough. Leaders should continue to refine the curriculum so that pupils develop a better understanding of subject-specific ideas, or disciplinary knowledge, across all subjects.
- The early years outdoor learning environment does not support learning in the early years curriculum as well as the indoor learning environment. Leaders should continue with their plans for further developing the outdoor learning environment to better support the curriculum.

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	108676
Local authority	South Tyneside
Inspection number	10277410
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair of governing body	John Hetherington
Headteacher	Lesley Martin
Website	www.stanhopeprimary.com
Date of previous inspection	15 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision.

Information about this inspection

The 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.
- The lead inspector met with the headteacher, deputy headteacher and with three members of the governing body. He completed a telephone call with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, they 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 also looked at samples of pupils' work in geography and art.
- Inspectors discussed the school's safeguarding procedures with a range of staff. They reviewed the school's documentation regarding safeguarding. They discussed how safe pupils feel in school and how staff teach them to stay safe, including online.
- The lead inspector analysed the responses to Ofsted's pupil, staff, and parent surveys. He considered leaders' analysis of the school's questionnaire for parents. Inspectors met some parents at the start and end of the school day.

Inspection team

Michael Reeves, lead inspector	Ofsted Inspector
Julie McGrane	Ofsted Inspector
Lianne Dixon	Ofsted Inspector

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