

Inspection of Stonehouse Park Infant School

Elm Road, Stonehouse, Gloucestershire GL10 2NP

Inspection dates: 7 and 8 June 2023

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?

This is a happy, nurturing and inclusive school. Leaders have high aspirations for pupils, who follow a rich curriculum. There is a buzz of excited, purposeful learning throughout the school. For example, children in the Nursery enthusiastically explore what happens when they pour water down a piece of guttering.

Most pupils understand school expectations and behave well. Pupils are polite and respectful. They hold doors open and learn how to be a good friend. Pupils enjoy receiving rewards, such as 'kindness hearts and stars'. Staff work closely with pupils and families to form supportive relationships. Pupils trust staff and feel safe at school. They confirm that bullying is not tolerated. Pupils are confident that staff will sort out any problems.

Pupils learn about the world around them. For instance, they enjoy local walks, woodland activities and visits to places of interest.

Many pupils attend school well and on time. However, several pupils are regularly absent. Therefore, they are missing out on all that the school offers. Most parents and carers are happy with the school. They typically comment that pupils are treated as individuals. Parents value the community atmosphere that staff foster.

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

The executive headteacher is ably supported by other leaders and staff. They share a strong ambition and dedication to improving the school. Leaders have worked at pace, and with considerable success, to remedy weaknesses in the school. They have skilfully managed significant disruptions to teaching, due to unavoidable staff absence. This work is having a positive impact, but leaders know there is more work to do. For example, as some subject leaders are new to their roles, they have not fully evaluated the impact of the curriculum on pupils' learning. Governors fully understand the school's priorities. Staff feel well-supported to manage their workload and well-being.

Leaders have improved the curriculum, so it is more ambitious. Leaders have clearly identified the essential knowledge, skills and vocabulary they want pupils to learn. Early indications confirm that pupils are achieving well in most subjects. For example, in mathematics, pupils ably develop their fluency, reasoning and problem-solving. Teachers explain concepts clearly. They ask questions to check pupils' understanding. Pupils revisit previous learning, which helps them to remember what they have learned. For example, in geography, pupils recall the differences between climates in Cusco and London.

However, in some foundation subjects, the revised curriculum is in the early stages of being taught. Assessment of pupils' learning is also being developed further. It is too soon to see the impact of this.

Leaders swiftly identify the particular needs of pupils with special educational needs and/or disabilities (SEND). They work closely with teachers to plan for pupils' needs, to adapt teaching and provide pastoral support. This ensures that pupils with SEND learn the curriculum successfully.

Children learn to read as soon as they begin school. The school has put in place a high-quality phonics programme which is taught well. Pupils who fall behind in reading get extra help. This supports them to develop the essential knowledge to catch up and become fluent readers. Pupils enjoy listening to stories that adults read to them. This inspires them to read for pleasure.

Pupils are keen to learn. Most pupils have positive attitudes to their work. Staff provide effective support for those pupils who find it tricky to manage their emotions appropriately. For example, pupils like to take 'Indie' the dog for walks. This helps them to become calm and better able to regulate their emotions. As a result, low-level disruption is rare.

The school enhances pupils' personal development well. Staff plan exciting experiences to bring pupils' learning to life. For instance, pupils enjoyed visiting the railway station to meet Paddington Bear. They were thrilled to receive postcards and learn about the different places Paddington had visited. Pupils learn to be responsible through litter picking and raising money for charity. They join extra-curricular clubs, such as sports clubs, which help to develop their talents and interests.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff prioritise pupils' safety. Leaders check that all staff are safe to work with children. They provide safeguarding training for all staff. Staff can consistently explain how to report and record concerns.

Leaders provide targeted support for pupils at risk. They make timely referrals to specialist agencies, when required. Leaders maintain detailed records and routinely check the impact of their support.

Pupils learn how to stay safe. For example, they learn about healthy relationships and how to stay safe online. Police officers visit the school to teach pupils about being safe outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not fully developed the curriculum or evaluated the impact of it on pupils' learning. Where this is the case, pupils do not build up

their subject knowledge in sufficient detail. Leaders must assure themselves that sequences of learning and teachers' use of assessment are fully embedded, so that pupils develop the deep knowledge they need to prepare them for what comes next.

- Despite leaders' recent efforts to improve attendance, some pupils are regularly absent. This means that they are missing out on their education. Leaders must continue to work closely with families to highlight the importance of regular attendance, so that pupils can benefit from all that the school has to offer.

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	115581
Local authority	Gloucestershire
Inspection number	10256687
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	Local authority
Chair of governing body	John Parker
Headteacher	Lisa Jones
Website	www.stonehouseparkinfantschool.co.uk
Date of previous inspection	3 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school became part of the Stonehouse Park Federation in December 2021. The federation consists of Stonehouse Park Infant School and Park Junior School.
- The executive headteacher joined the federation in January 2022. Schools in the federation share the same executive headteacher and governing body.
- Stonehouse Park Infant School includes a nursery, which has provision for two- and three-year-old children.
- The school has recently appointed a new special educational needs coordinator (SENCo).
- The school provides before- and after-school care for pupils.
- The school uses one registered alternative provider.

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.
- Inspectors met with the headteacher, the deputy headteacher and the SENCo.
- The lead inspector met with a group of governors. They also had a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and geography. 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 reviewed the school's safeguarding records and checked the school's single central record. They discussed safeguarding arrangements with the designated safeguarding leaders. The inspector also spoke to pupils, parents and staff about safety.
- Inspectors observed pupils' behaviour at various times of the day, including during breaktime, lunchtime and breakfast club.
- Inspectors spoke to pupils, staff and parents to gather their views. They reviewed responses to the online survey, Ofsted Parent View, along with free-text comments. Inspectors also took account of the responses to the staff survey.

Inspection team

Catherine Beeks, lead inspector	Ofsted Inspector
Chris Hansen	Ofsted Inspector

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