

# Inspection of Standhill Infants' School

Standhill Road, Carlton, Nottingham, Nottinghamshire NG4 1JL

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Inspection dates: 26 and 27 September 2023

**Overall effectiveness** **Good**

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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 well-led school where relationships are strong. Learning activities are relevant and pupils find them interesting. For example, pupils in Years 1 and 2 are enthusiastic when sharing their knowledge of the Great Fire of London. Children in the early years enjoy exploring measurement in the outdoor 'bakery'.

Pupils are proud of their school and make every effort to do well. As one pupil said, 'I like it when you're doing really hard work and you think yes, I've got it!'

Expectations of work and behaviour are high. Pupils behave well. They live out the school's values of kindness, honesty, respect and hard work. They feel happy and safe. Pupils say that if bullying happens, they trust adults to deal with it. They know that they can talk to an adult if anything is worrying them.

Staff take great care to meet the needs of pupils with special educational needs and/or disabilities (SEND). The school makes sure that it includes all pupils in everything that it does.

Parents hold the school in high regard. One parent, whose comment was typical of many, said, 'The school is an incredibly welcoming and caring community.'

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

The curriculum is purposeful and ambitious from the early years to the end of Year 2. It identifies, with precision, the knowledge pupils need to know and remember. This helps teachers know exactly what to teach and when. In a small number of subjects there is still some work to do to ensure that all pupils achieve as well as they can.

The curriculum is ambitious for pupils with SEND. The school ensures that all staff know how they can adapt learning to enable all pupils to succeed. In all classes, teachers take a thorough approach to checking what pupils know. This includes recapping subject knowledge at the beginning of lessons. Pupils understand what they are learning and why they are learning it. Teachers help pupils make connections between new and prior learning. This helps pupils remember more. Teachers encourage all pupils to reach the highest levels. Parents of pupils with SEND value this approach.

Children get off to a strong start in the early years. Staff work together to plan and deliver connected learning activities. Children are well cared for. They learn to manage their emotions and to become independent learners. This ensures they are ready for Year 1.

The school trains staff effectively in order to deliver the early reading programme. Staff make regular checks on how well pupils learn to read. This helps them to support pupils who may need more help. As a result, pupils achieve well. Pupils' love

of reading is evident across the school. For example, children in early years listen intently at story time.

Mathematics is also a priority at this school. The curriculum builds up in small steps, lesson by lesson. Pupils say that mathematics can be hard, but that teachers are good at explaining things. As a result, pupils are confident in the tasks they undertake. Pupils enjoy mathematics and understand its value.

All subjects are important at this school. Subject leaders support teachers to deliver the school's curriculum. They ensure that learning in the early years connects to learning in Years 1 and 2.

The school has placed the development of character at the heart of its work. Leaders are aspirational for their pupils. Pupils enjoy a well-planned wider curriculum offer. Teachers bring learning to life through a range of motivating experiences. For example, a filmmaking project leads to a red carpet premiere at a local cinema. The Children's University initiative encourages Year 2 pupils to broaden their horizons. This programme involves an exciting gown and mortar board graduation ceremony.

Pupils access a range of extra-curricular activities, such as yoga and sports clubs. They also enjoy leadership responsibilities. For example, they serve as digital leaders and members of the school council. Pupils are respectful of differences, but their knowledge of religions is not secure. Their understanding of fundamental British values, such as individual liberty, is underdeveloped.

Governors have an accurate view of the strengths and needs of the school. They focus on the right things at the right time. Staff recognise how leaders' actions have improved the school. They are proud to work at the school. They appreciate leaders' concern for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of subjects, curriculum plans have not yet been fully embedded. As a result, some pupils do not achieve as well as they could in those subjects. The school should continue its work to embed the curriculum so that the impact is seen in all pupils reaching the highest standards of which they are capable.
- Some pupils do not remember the religions they have studied or the fundamental British values they have been taught. The school should ensure that the approach to teaching these aspects of the curriculum is reviewed so that all pupils have an

age-appropriate understanding of different religions and the key values that are important in Britain today.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	122530
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10268063
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Flint
<b>Headteacher</b>	Sarah Ghattaora
<b>Website</b>	<a href="http://www.standhillinfants.co.uk">www.standhillinfants.co.uk</a>
<b>Date of previous inspection</b>	27 April 2022, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative providers.

## Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders, groups of staff, and pupils. They met with the chair and members of the local governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to

teachers, looked at samples of work and spoke to pupils about their learning. The lead inspector listened to pupils read to an adult.

- Inspectors also spoke to leaders about curriculum development in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke to parents at the school gates. They also considered the responses to Ofsted Parent View and the staff survey.
- Inspectors reviewed a range of documentation, including school improvement plans and minutes of the local governing body.

### **Inspection team**

Martyn Skinner, lead inspector                      Ofsted Inspector

Mark Westmoreland                                      Ofsted Inspector

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