

Inspection of Stathern Primary School

Water Lane, Stathern, Melton Mowbray, Leicestershire LE14 4HX

Inspection dates: 14 and 15 November 2023

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

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Education Act since March 2010.

What is it like to attend this school?

Pupils love their inclusive school! They, with staff, live out the school's motto of 'nurture, inspire, discover and create' every day. Pupils' performance of the school song, which they helped to create, enshrines an exceptionally caring and special ethos which permeates all aspects of school life. The overwhelming majority of parents and carers would recommend the school. As one parent, typical of many, wrote: 'The opportunities Stathern provides makes me excited for my children's journey through the school.'

Pupils' attitudes towards their learning and school are remarkably positive. They consistently strive to meet the high expectations the school has of them. Pupils' behaviour is exemplary. They look after one another, including younger children in the early years. Pupils say they feel very happy and safe. They have every confidence that staff will support them with any worries they may have, although as one pupil said, 'we really don't have any here'.

Pupils thrive at this school, academically and socially. Children make a fantastic start to their education in Reception. Pupils achieve well, particularly in reading and mathematics by the end of key stage 2. Pupils understand social and moral issues. All embrace the importance of treating everyone equally and respectfully.

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

The success of the school is underpinned by strong, stable and reflective leadership. Staff and governors alike are harmonious in ensuring that pupils receive the best possible education. Morale is buoyant. The school's open culture promotes learning for all. The school has invested in professional learning opportunities for staff. These include attending local partnership networks and external checks of the school's provision. In turn, staff swiftly apply their learning to help realise the school's ambitious vision for all pupils.

Governance is strong. Governors have developed innovative systems to check how the school evaluates its provision. They are highly effective in holding school leaders to account.

Pupils study a broad and well-organised curriculum. The school has an ambitious vision for each subject. Pupils' knowledge builds year-on-year from Reception to Year 6. Teachers have clarity about what they must teach and when, in mixed-age classes. They use their strong subject knowledge to enthuse pupils extremely well. Classrooms are busy and purposeful. Pupils thrive during whole-class discussions. They are frequently inspired to deepen their thinking, including exploring how concepts have developed over time. For example, they write high-quality perspectives of African slavery and different interpretations of 'freedom' in history.

Staff design learning activities which promote pupils' ability to think independently and collaboratively. They skilfully question pupils to identify and remedy any misconceptions they may have. In Reception, adults use probing questions that help children to explore new learning. Children are constantly engrossed in learning tasks, sustaining both focus and concentration. Their discovery of creating different secondary colours using paint, for example, was met with pure joy.

The school promotes a strong culture of daily reading. Pupils read with infectious enthusiasm. They enjoy taking responsibility to choose class reading books. Pupils quickly recall named authors. They like to predict what might happen next in a story. In Reception, regular story time is an animated experience.

The school has transformed the curriculum for early reading. It has put a new phonics scheme in place, accompanied by frequent checking of how well pupils are developing their reading skills. The impact of the new programme is strong. Pupils at an early stage of learning to read are developing the skills and confidence they need to access the school's curriculum apace. Pupils who need extra help receive it quickly. Their perseverance is impressive. Parents said they value the workshop training and video lessons the school prepares.

The oversight of pupils with special educational needs and/or disabilities (SEND) is strong. The needs of pupils with SEND are well understood. Staff provide effective support. The school includes pupils with SEND in all aspects of school life. Staff ensure that they enjoy enriching opportunities such as attending clubs, trips and residential visits.

The school's programme in support of pupils' personal development is highly effective. Pupils are well prepared to become responsible and respectful citizens. They embrace their admirable understanding of the protected characteristics and of British values. Pupils enjoy getting involved in projects such as 'Stathern's got talent' and fund raising for charity. Most pupils take part in extra-curricular activities, including the popular choir and netball club. All pupils learn to play a brass instrument. Pupils especially value the residential visits. They say these help them to become 'confident' and 'brave', helping them to 'step out of their comfort zones', as one pupil said.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	119952
Local authority	Leicestershire
Inspection number	10254806
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chairs of governing body	Clare Allen and Becky Hill
Headteacher	Karen Lambert
Website	www.stathern.leics.sch.uk
Date of previous inspection	16 March 2010 under section 5 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2020.
- The school does not use any alternative education provision.

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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the 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 members of staff at the school, including the curriculum lead, the school's coordinators for pupils with SEND and leaders for the school's early years provision.

- The lead inspector met with five members of the school's governing body, including the co-chairs and vice-chair. He also spoke by telephone with a representative from the local authority.
- Inspectors carried out deep dives in early reading, art, history and mathematics. For each deep dive, inspectors held discussions about 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. The lead inspector also considered curriculum documentation for several other subjects, including computing; geography; music; personal, social, health and economic education (PSHE) and science.
- The lead inspector listened to pupils from key stage 1 and Year 3 read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school site during social time. They spoke with several groups of pupils, both formally and informally, including some with leadership roles.
- To evaluate the effectiveness of the school's arrangements for safeguarding, 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.
- Inspectors considered the responses to Ofsted Parent View and Ofsted's surveys for staff and pupils.

Inspection team

Chris Stevens, lead inspector

His Majesty's Inspector

Kyna Adkins

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023