

Inspection of King's Stanley CofE Primary School

Broad Street, King's Stanley, Stonehouse, Gloucestershire GL10 3PN

Inspection dates: 25 to 27 June 2024

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?

The school is welcoming, happy and inclusive. It has high expectations of pupils' learning and behaviour. The school's values of respect, resilience and responsibility are woven through all that it does. Pupils are proud ambassadors for the school. They enjoy school and behave well. Pupils are respectful, polite and sociable.

Pupils feel safe. Staff forge caring, supportive relationships with pupils. As a result, pupils trust adults to sort out any problems. They say they can talk to adults if they have any worries.

The school provides a broad and interesting curriculum. Most pupils achieve well. However, in a minority of subjects pupils do not build the deep knowledge the school intends.

Pupils' enthusiasm is ignited by opportunities to develop their interests. The 'countryside curriculum' develops pupils' love of the outdoors and practical skills, such as den building. It fosters team-building and resilience. Pupils enjoy activities that develop their talents, such as indoor rowing, gardening and sports clubs. Pupils value learning to play instruments, such as the violin or ukulele. They relish having the chance to shine in concerts and at sporting events.

Parents' views are typically positive about the school and many comment on how children are at the heart of everything the school does.

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

The school provides an ambitious, well-planned and sequenced curriculum in most subjects. Pupils develop secure knowledge and skills in reading, writing and mathematics. A high proportion of pupils achieve very strong outcomes. Children also achieve well in the early years foundation stage.

Reading is prioritised. Children begin to learn to read as soon as they start school. Highly effective teaching enables pupils to become fluent, confident readers. Pupils who find reading difficult are provided with extra help. This improves their fluency and helps them to catch up. Pupils find the range of books on offer at the school fascinating. This helps them to develop their skills and their love of reading. Pupils become absorbed when they listen to books that adults read to them.

Staff explain clearly and model what they want pupils to learn. They recap previous learning to help pupils to recall, so that they retain their knowledge. Pupils routinely practise, secure and apply what they have learned. For example, children in the early years skilfully thread beads and use tweezers to develop their fine motor skills. In addition, this helps them to develop their pencil grip.

The important knowledge and skills the school expects pupils to learn have been identified. However, in some foundation subjects, the curriculum and assessment are less well established. The order in which the curriculum is taught does not always enable pupils to develop the knowledge they need for what comes next. Teaching does not take sufficient account of what pupils already know and can do. So misconceptions are not always picked up and corrected. When this occurs, learning does not precisely match pupils' needs, and learning slows down. Occasionally, pupils become unsettled.

Pupils are curious to find out about the world around them. They are particularly motivated to learn when activities spark their interests. For example, children in Reception eagerly learn how to use hoses and brushes to clean play equipment. Activities such as throwing parachutes and bouncing balls are used effectively to assist with children's physical development.

Pupils understand the school's 'golden rules'. As a result, they demonstrate positive attitudes to learning. The school provides highly effective support for pupils who have difficulty managing their emotions. This helps them to regulate their emotions and focus on their learning.

Most pupils with special educational needs and/or disabilities (SEND) achieve well. The school provides well-tailored and highly effective pastoral and academic support for pupils with SEND. This enables pupils to learn the same curriculum as others. It also supports better attendance.

The school supports pupils' personal development well. For example, pupils consider those less fortunate than themselves when they help out at the food bank. They raise funds for the air ambulance. Pupils learn about other cultures through the school's link with a school in Kenya. Trips and visits enrich pupils' learning. For example, pupils visit the local canal to find out about Stroud's role in the woollen industry. They visit a museum, to learn about the work of the famous local scientist, Edward Jenner.

The school supports staff to manage their workload and well-being. This has a positive impact on teaching.

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 few foundation subjects, the curriculum is not as well established as in others. In these subjects, teaching sequences do not build the deep knowledge pupils need to prepare them for what comes next. As a result, pupils do not learn

as much as they should. The school must ensure that pupils build their knowledge securely so that they achieve highly in all subjects.

- In some subjects, teaching does not check what pupils already know. This means that pupils' misconceptions are not picked up swiftly, and this slows pupils' learning down. The school must ensure that assessment is used effectively so that pupils build on what they already know and remember.

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	135266
Local authority	Gloucestershire
Inspection number	10334692
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	208
Appropriate authority	Local authority
Co-chairs of governing body	Clare Papper and Claire Bosworth
Headteacher	Derk van den Broek
Website	www.kingsstanleyprimaryschool.co.uk
Date of previous inspection	16 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school's most recent section 48 inspection for schools of a religious character was in November 2019 when it was judged good. The school's next section 48 inspection is expected to be within eight years.
- The school provides before- and after-school care for pupils.
- The school uses one registered alternative 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 held several meetings with the headteacher and assistant headteachers, one of whom is the special educational needs coordinator. They also met with the early years leader and pastoral leaders.
- The lead inspector held a meeting with a group of governors, which included the co-chairs and vice-chair. The inspector also had a phone conversation with a representative from the local authority.
- The lead inspector held a phone conversation with a representative from the alternative provider.
- Inspectors carried out deep dives in these subjects: early reading, mathematics 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 held discussions with leaders about the curriculum in several other subjects. Inspectors spoke to pupils and reviewed their work in these subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the school's single central record, and other safeguarding documents; 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 at various times of the day, including during breakfast club, breaktime and lunchtime.
- Inspectors spoke to pupils, staff and parents to gather their views. They reviewed 87 responses to the online survey, Ofsted Parent View, along with free-text comments. They also took account of the responses to the staff and pupil survey.

Inspection team

Catherine Beeks, lead inspector

Ofsted Inspector

Julie Carrington

His Majesty's Inspector

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