

Inspection of Dronfield Stonelow Junior School

Stonelow Road, Dronfield, Derbyshire S18 2EP

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

Dronfield Stonelow Junior School has high expectations for every pupil. Pupils are happy and enjoy attending this school. Staff build positive relationships with pupils and their families. Pupils say that they feel safe in school. They are ready to learn and enjoy their lessons. As a result, pupils work hard and achieve well across the curriculum. They make a positive contribution to the school.

Pupils behave well. Lessons are calm and pupils concentrate on their learning. Pupils play well together at playtimes. They show respect for each other and for staff. Pupils who find it harder to meet the school's expectations for behaviour are provided with the help that they need.

Pupils develop their leadership skills as school councillors, mini-leaders, iVengers, Bronze Young ambassadors and sports leaders. Many pupils attend clubs and enjoy activities where they develop their interests, such as football, boxing, arts and crafts, dance and drumming. All year groups benefit from residential visits.

Parents and carers overwhelmingly value the work that the school does. One parent represented the views of many by saying: 'This is a wonderful school. My daughter is always happy to go to school and talks with enthusiasm about what she has learned.'

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

Staff at the school are proud to be part of 'Team Stonelow'. They combine a sharp focus on promoting academic standards with high-quality pastoral care. Staff work tirelessly with the school's family support worker to provide support and guidance for many pupils and their families. Well-considered extra-curricular opportunities, such as therapy through play with plastic bricks, help pupils to improve their self-esteem, confidence and perseverance. As a result, these pupils are able to overcome barriers to learning and be successful.

The curriculum has been carefully designed and is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). Knowledge in all subjects has been logically sequenced, so that pupils revisit and embed key concepts over time. However, some teachers in a few subjects do not provide learning opportunities for all pupils that are matched to their abilities. This means that some pupils do not achieve as well as they could.

Teachers check to find out what pupils know, such as through regular memory tasks. This helps pupils know more and remember more. Teachers identify pupils who have gaps in their learning, for example in their reading and mathematics. These pupils receive extra support that helps them to improve their knowledge.

Reading is a priority at this school. Pupils read carefully chosen, engaging texts in their English lessons. This helps them to develop their knowledge of different genres of fiction and non-fiction. Pupils enjoy reading and make good use of the school library.

The school is ambitious for pupils with SEND to achieve well. It identifies pupils with SEND quickly. Teachers adapt their teaching to meet these pupils' needs. The school ensures that staff are trained to support pupils with SEND in lessons. It seeks appropriate advice from external agencies to support pupils' specific needs.

The school checks pupils' attendance closely. It works well with families to ensure that pupils attend as often as possible. Consequently, many pupils who had high rates of absence now attend school regularly. Classrooms are environments where pupils thrive. This is because pupils understand that the school's behaviour policy exists to help them to learn.

Pupils have access to a rich programme for personal development. It is at the core of everything the school does. The school provides opportunities and experiences that broaden pupils' horizons. Pupils learn to understand difference and be tolerant and respectful of others. For example, they learn about world religions and develop a strong understanding of fundamental British values. Pupils learn to keep themselves healthy and safe. Pupils learn about healthy relationships at an age-appropriate level.

Staff enjoy working at the school. They say that leaders consider their well-being and workload. Governors are very well informed about the work of the school. They hold leaders to account and support them to bring about improvements. Governors fulfil their statutory responsibilities well.

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 subjects, the school does not make sure that teachers provide learning opportunities for all pupils that are matched to their abilities. This affects how well some teachers deliver the curriculum. As a result, some pupils do not develop their knowledge and skills in these subjects as well as they might. The school should ensure that staff have the skills and expertise that they need to deliver the school's curriculum as it intends.

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	112698
Local authority	Derbyshire
Inspection number	10347364
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	The governing body
Chair of governing body	Kathryn Parkin
Headteacher	Catherine Robinson
Website	www.dronfieldstonelow.derbyshire.sch.uk
Date of previous inspection	14 December 2023, under section 8 of the Education Act 2005

Information about this school

- The school uses registered alternative provision from two providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- The lead inspector met with the chair of the governing body and governors.

- The lead inspector held meetings with leaders responsible for behaviour, attendance, personal development and SEND.
- Inspectors carried out deep dives in these subjects: English, mathematics, computing and science.
- Inspectors 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 listened to pupils reading to a familiar adult.
- To evaluate the effectiveness of 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 that puts pupils' interests first.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The lead inspector took account of the responses from parents to the Ofsted Parent View and the online surveys for staff and pupils.

Inspection team

Stephen Long, lead inspector

Ofsted Inspector

Ged Philbin

Ofsted Inspector

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