

Inspection of a good school: Stanburn Primary School

Abercorn Road, Stanmore HA7 2PJ

Inspection dates:

7 and 8 December 2021

Outcome

Stanburn Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy at this caring and nurturing school. They like the friendly atmosphere and feel safe. From the moment that they start school, pupils are taught about their rights and responsibilities. They are encouraged to 'believe, achieve and succeed' in all that they do. Staff have high expectations of pupils, and they respond well to these. Pupils take great pride in their achievements. They enjoy studying different subjects. Typically, pupils' understanding of important ideas and concepts develops logically over time. In a few subjects, however, leaders are not as clear about exactly what they expect pupils to learn and remember.

Pupils are taught to understand the importance of tolerance and respect. They are polite and respectful to staff and each other. Pupils behave very well. Bullying is rare but if it does take place, it is dealt with quickly and effectively.

Pupils appreciate that they all have the opportunity to hold responsibilities in school. For example, pupils can join the pupil parliament and become a social mentor or a playtime buddy. They like taking on these roles and take their responsibilities seriously.

Pupils take part in a wide range of activities beyond the classroom. These include outdoor learning, music, theatre, chess and after-school sports clubs.

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

Leaders have planned a curriculum that develops pupils' knowledge in a wide range of subjects. They have ensured that the knowledge pupils learn matches the ambition of the national curriculum. Leaders' and staff's high expectations for pupils' learning start in the Reception Year. For example, in mathematics, children in the Reception classes learn about directions and how to add up to 20 accurately. This knowledge is then revisited and built upon well in Year 1. However, in a few subjects, leaders' curriculum thinking is not as precise. This means that, at times, teachers are unclear on exactly what knowledge and skills to teach, and how to deepen pupils' learning over time.

Leaders and governors ensure that the curriculum is demanding and meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Highly qualified staff provide effective additional support for pupils with SEND. This enables these pupils to develop and apply their knowledge effectively. All pupils achieve well.

Leaders have made reading a priority. They have paid particular attention to the planning and teaching of the early reading curriculum. Staff receive the necessary training that they need to teach early reading well. They deliver the carefully sequenced phonics programme effectively. Pupils read books that match the sounds they know. Most pupils can read with accuracy and fluency by the end of Year 2. Staff provide extra support to help those pupils who have fallen behind get back on track quickly with their reading.

Teachers promote a love of reading across the school. They regularly share books and stories with the whole class. This ensures that pupils read a range of texts, such as poetry and fiction, including those from different cultures. Pupils are excited when they talk about their favourite books and authors. They told inspectors how much they enjoy reading in school.

Teachers have good subject knowledge. They typically plan interesting activities to help pupils learn and remember important knowledge and ideas. In geography, for example, Year 2 pupils went on a field trip of the local area. They developed and practised their knowledge of how to use compasses, interpret aerial photos and draw maps. In Year 5, pupils also spoke with enthusiasm about their recent geography field trip and what they had learned. Teachers regularly check pupils' understanding of key knowledge and make sure that no pupil falls behind.

Leaders and staff have high standards for how pupils should behave. The behaviour policy is used consistently and fairly by staff. Off-task behaviour in lessons is very rare.

Governors and leaders encourage pupils' learning to go beyond the academic curriculum. Leaders provide a wide range of experiences to support pupils' wider development. Pupils have regular opportunities to learn outdoors and in the community. Parents and carers are appreciative of the many clubs, outings and sporting activities available to their children. Pupils spoke with enthusiasm about the clubs that they take part in. They are particularly proud of the work that they do to support a range of global and local charities.

Staff said that leaders look after their well-being and workload. They feel proud to work at the school and are well supported by the leadership team

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff keep pupils safe. There are clear systems for identifying pupils who might be at risk. Staff know how and when to report any concerns. Leaders work closely with outside agencies to ensure that families receive prompt support when it

is needed. Staff are aware of safeguarding issues in the local area. The computing curriculum teaches pupils how to stay safe when online.

Leaders ensure that all staff undertake regular safeguarding training and know the latest statutory guidance. The safeguarding checks made before staff begin their roles are thorough and well maintained.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders' curriculum thinking has not established exactly which knowledge and skills that pupils need to know at particular stages. This means that teachers are sometimes not as clear about the precise knowledge that they need to teach. Leaders should make sure that they make explicit which knowledge pupils need to learn and remember.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	102214
Local authority	Harrow
Inspection number	10200371
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	753
Appropriate authority	The governing body
Chair	Liza Martin and Minal Patel (Co-chairs)
Headteacher	Caroline Lansdown
Website	www.stanburn.harrow.sch.uk
Date of previous inspection	15 November 2016, under section 8 of the Education Act 2005

Information about this school

- Stanburn Primary School is much larger than the average-sized primary school.
- The school runs a breakfast and after-school club.
- The school does not use any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspectors met with the headteacher, the deputy headteacher and assistant headteachers. Meetings were also held with members of the governing body and a representative from the local authority.
- The inspectors carried out deep dives in early reading, mathematics, history and geography. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at pupils' work. They heard pupils read to a familiar adult.

- The inspectors looked at curriculum plans and spoke to leaders and pupils about some other subjects.
- Inspectors considered the well-being and behaviour of pupils during lesson visits and around the school. They visited the playgrounds at lunchtime and spoke to pupils about their views on the school.
- The inspectors reviewed a range of documentation about safeguarding. This included the records leaders and staff keep in relation to safeguarding and welfare. Inspectors looked at the single central record and at records of staff training. They spoke with staff and pupils to understand the school's culture of safeguarding.
- The inspectors reviewed the responses submitted by parents to Ofsted's online questionnaire. The inspectors also reviewed responses to the staff survey and spoke with a group of parents at the start of the school day.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

Karen Jaeggi

Ofsted Inspector

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