

Inspection of a good school: Stanbridge Primary School

Stanbridge Road, Downend, Bristol BS16 6AL

Inspection dates:

10 and 11 May 2023

Outcome

Stanbridge Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and safe. They know the school motto, 'Be brave, not perfect,' well. They like to be recognised for living up to this motto and for demonstrating the other school values of 'ambition, creativity and community'.

Leaders have high expectations of pupils' behaviour and conduct. Pupils follow routines well. They understand how rules help to make the school a safe and positive learning environment. Parents speak highly of the school. They appreciate the school's high expectations and the care their children receive.

Pupils speak with enthusiasm about their different 'states of being' when they are learning. They enjoy learning what it means to be an author, an engineer or a philosopher, for example. Pupils appreciate the trips they participate in that help them to learn about significant people and events in the local community.

Pupils enjoy the wider opportunities that the school provides. For example, they take part in clubs, such as yoga, drawing and basketball. Pupils vote for 'ambassadors' to represent their classes. Pupils feel that they have a voice in the school.

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

Pupils learn a broad and ambitious curriculum. Leaders have a clear vision to prepare pupils for the future by providing a good quality of education. Leaders have sequenced the curriculum logically, starting in the early years and leading to what pupils need to know in year 6. For each subject, they have carefully identified the knowledge and skills that pupils need to learn. For example, in mathematics, pupils learn important facts such as multiplication tables.

Teachers have expert subject knowledge. They present information clearly and have a sharp focus on improving pupils' vocabulary. In the early years, teaching helps children to develop their spoken language, which prepares them well for year 1. Pupils follow well-

established routines in how they speak and listen to each other. Consequently, pupils of all ages discuss their learning well.

In most subjects, teachers use assessment successfully to correct pupils' misconceptions and remedy gaps in pupils' learning. This helps pupils to build their knowledge on secure understanding.

The early reading curriculum supports pupils to learn to read accurately and fluently. Pupils start learning to read as soon as they join the school. They read books that are closely matched to the sounds they know. Pupils who need help with their reading receive quick and effective support. As a result, pupils become confident readers.

In the wider curriculum, pupils learn how to be subject experts themselves. For instance, in history, they learn how to 'think like a historian'. They learn the order of different periods of history and how historians interpret important events. Most pupils remember the content they have been taught. However, older pupils have not built detailed knowledge and skills cumulatively over time. This is because aspects of the curriculum are still in their infancy.

Leaders have begun to strengthen the support provided to pupils with special educational needs and/or disabilities (SEND). However, they have not fully evaluated the difference this makes to pupils. Some pupils' needs are not identified accurately or early enough. Therefore, the curriculum is not adapted sufficiently for these pupils so that they can achieve well.

The personal, social and health education programme helps pupils to gain an age-appropriate understanding of healthy relationships. Pupils learn how to keep themselves mentally healthy and know how to stay safe online. Pupils learn about different faiths and religions. They understand the importance of tolerance and respect for others.

Leaders provide effective professional development for staff. This has improved teachers' subject knowledge and how best to teach this. Staff are proud to work at the school. They feel that leaders support them well and are mindful of their well-being. Governors share a common vision with leaders and hold them to account for the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant in ensuring the safety of children. Staff receive useful training that enables them to identify if pupils are at risk. Leaders adapt the curriculum to help children learn about risks in an age-appropriate way. The recruitment process ensures that staff are suitable to work with children.

Leaders secure the support that children need. This includes making timely referrals to safeguarding partners and working with other external agencies when required. Policies and practice to manage harmful sexual behaviours are appropriate.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The needs of some pupils with SEND are not identified accurately or early enough. As a result, pupils are not always well supported to follow the curriculum successfully. Leaders should ensure that pupils' needs are identified and met so that all pupils learn well.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

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](#)' 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	109134
Local authority	South Gloucestershire
Inspection number	10268708
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	416
Appropriate authority	The governing body
Chair of governing body	Arpana Paterson and Nick Richley (Co-chairs)
Headteacher	Kirby Littlewood
Website	www.stanbridgeprimary.co.uk
Date of previous inspection	16 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held discussions with the acting headteacher, members of the senior leadership team, curriculum leaders and governors.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke with teachers and support staff, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector scrutinised the single central record of adults working in the school. The inspector met with the designated

safeguarding lead and examined the school's safeguarding records. The inspector also spoke with a range of pupils and staff about safeguarding.

- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. The inspector also considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

James Oldham, lead inspector

His Majesty's 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