

# Inspection of Stanbury Village School

Main Street, Stanbury, Keighley, West Yorkshire BD22 0HA

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Inspection dates: 18 and 19 October 2023

**Overall effectiveness** **Good**

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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?**

Pupils are proud to belong to this inclusive school. Pupils refer to their school as a family which makes them feel happy and safe. Children in early years settle quickly into the life of the school. Older pupils are keen to help younger children throughout the day. They do this calmly and patiently.

There are strong, positive relationships among staff and pupils. Everyone cares for and supports one another well. Pupils know there is a trusted adult who will help if they have a concern. Bullying is extremely rare. Pupils are considerate of others in lessons and around school. At lunchtime, pupils enjoy playing games and socialising with their friends.

The school encourages pupils to take on leadership roles. These include being members of the school council, 'mini mental health champions' and librarians. Pupils take their responsibilities seriously, knowing their contribution is important to the school.

The school has an ambitious curriculum, which begins in the early years. Pupils value their learning and the exciting things they do. The school offers pupils a wide range of trips, residential stays and visits. These experiences support pupils' learning and develop their interests. Pupils enjoy, for example, local walks and visiting different places of worship.

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

Most subjects are planned well. It is clear what important knowledge and skills pupils need to learn and in what order. Where this is the case, pupils learn effectively and achieve well. However, in some subjects, it is not clear what essential learning pupils need to cover and when.

The school identifies pupils who may have special educational needs and/or disabilities (SEND) quickly. Teachers make careful adaptations to learning plans. Pupils with SEND are supported by well-trained adults. Pupils with SEND learn alongside their peers.

In a small number of subjects, the school has introduced new learning plans. These plans are well designed and resourced. Teachers have the subject knowledge to deliver these plans. However, there is variability in how the school is checking what pupils know, and can remember, in these subjects. Some pupils are not developing as deep an understanding of these subjects as they could.

Reading is a whole-school priority. Children start to learn to read from the start of Reception. Well-trained staff deliver the phonics programme in a consistent way. Pupils practise their reading with books matched to the sounds they know. Most pupils quickly become confident and fluent readers. Pupils who need to catch up are given help so they can keep up with their peers. The school fosters a love of reading

for all pupils. Pupils read a wide range of stories and books. Pupils know it is important to read widely and often.

In early years, staff provide a rich experience for all children. Adults constantly talk to children about what they are doing. Children engage well and learn more from their activities. Children develop their mathematical skills effectively in early years. Children are prepared well for the next stage in their education.

The school has established clear routines and high expectations for pupils' behaviour. Pupils behave well in lessons and around school. Pupils are polite and welcoming. They are keen to talk to visitors about the way they learn at school. They understand the importance of respect and tolerance.

The school has a well-planned programme of personal, social and health education. Pupils value this learning. They understand the importance of equality and celebrating difference. Pupils know how to keep themselves safe online and what to do if they need help. The school encourages pupils to be confident about trying new things. The school provides activities such as football, gardening, science club and being wildlife explorers.

The school engages with families well. The school gives parents and carers guidance on ways they can help their child with reading at home. The school encourages parents to join in with school activities, for example at a family art event where parents work alongside their child. Parents are extremely positive about the school. Many parents say they feel part of the school family.

Staff are proud to work at this school. Staff value the support they get from leaders for their well-being and workload. Governors are committed to providing high-quality support for the school. They are clear about the strengths and priorities of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, the sequencing of key knowledge needs refinement. It is not clear what essential content needs to be emphasised and when. This means that pupils are not learning key concepts in sufficient detail. The school needs to ensure that the important knowledge in these subjects is precisely ordered, emphasised by teachers and checked to ensure pupils have learned and remembered it.
- A small number of subjects in the curriculum have been reviewed and are still being developed. In these subjects, the school is not using assessment well

enough to identify accurately what pupils know and can remember. This means some pupils are being moved on to new learning without having secured the supporting knowledge they need. The school should ensure that formative and summative assessment are equally precise in all subjects and are being used to inform plans for pupils' future learning effectively.

## 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

<b>Unique reference number</b>	107268
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10289929
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	114
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Feather
<b>Headteacher</b>	Graham Swinbourne
<b>Website</b>	<a href="http://www.stanburyvillageschool.co.uk">http://www.stanburyvillageschool.co.uk</a>
<b>Date of previous inspection</b>	9 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school runs a before-school breakfast club and an after-school club.
- The school does not use 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 met with the headteacher, other senior leaders, staff and pupils. The lead inspector met members of the local governing body and had a telephone call with the local authority representative.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, looked at samples of work and listened to pupils read.
- Inspectors also discussed the curriculum in some other subjects and looked at pupils' work.
- To evaluate the effectiveness of safeguarding, the 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 reviewed a range of documents. These included the school improvement map, the pupil premium statement and minutes from governing body meetings.
- Inspectors observed behaviour at lunchtime and in lessons.
- The views of parents, staff and pupils were considered through Ofsted's online surveys and from conversations during the inspection.

### **Inspection team**

Louise Greatrex, lead inspector

Ofsted Inspector

Kerry Partington

Ofsted Inspector

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