

# Inspection of Stanville Primary School

Stanville Road, Birmingham, West Midlands B26 3YN

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Inspection dates: 13 and 14 December 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 happy and safe at this warm, welcoming and inclusive school. There are strong relationships throughout the school that are built on mutual respect. Pupils appreciate the care they receive from staff. They know staff will help with any worries. Parents and carers appreciate the support that their children receive, both at school and at home.

The school has high expectations for all pupils, both personally and academically. Pupils learn in a very supportive environment. The school gives pupils the emotional and learning support they need to be happy and successful in their learning.

Pupils behave well around school and in lessons. They are kind to each other. Pupils have positive attitudes towards their learning. They know they will be recognised for doing the right thing. Pupils listen to their teachers and respond well to instructions. This begins in the early years, where children follow a clear set of routines and settle well into the school environment.

The school provides pupils with opportunities to develop their leadership skills. Pupils with additional responsibilities, such as being on the school council or working with the local police community support officers, are passionate about their roles. They know how they can contribute to their school community.

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

The school has developed a curriculum with clear ambition, and it meets the requirements of the national curriculum. Leaders at all levels have thought carefully about what pupils need to learn and when. This starts in the early years, where the curriculum is designed carefully to prepare children well for learning beyond Reception. Core subjects benefit from a consistent approach throughout the school. For example, the order in which mathematical concepts are taught is clear. This gives pupils the opportunity to successfully build their knowledge over time. This includes pupils with special educational needs and/or disabilities (SEND).

Recent changes to the curriculum in foundation subjects are well planned and sequenced. However, pupils are only in the early stages of experiencing this. As a result, they struggle to recall what they have done in some subjects.

Teachers have a firm understanding of the subjects they teach. They use this to help pupils develop their understanding of key ideas and vocabulary and to identify any gaps in their learning. This helps pupils to understand what they have learned and how it fits with what they already know, and it enables teachers to identify and address any gaps in pupils' understanding. However, in some subjects, this is not as well developed. As a result, some pupils are not able to talk with fluency about their learning and have gaps in their knowledge.

Reading is a strength of the school's work. Leaders have clearly prioritised reading. A love of reading is evident throughout the school, with books always within easy reach. Phonics is taught from the beginning of Reception, which ensures that children get off to a flying start. Pupils' reading books are closely matched to the sounds they can read. Pupils who need extra help are identified quickly. They get the support they need to catch up. Pupils make good progress in learning to read.

Pupils meet the high expectations of the school. They are calm in classrooms and are considerate in their conversations with each other. Staff manage pupils' concentration well, and if pupils lose focus, they are quickly brought back to the task that they are doing. Staff reward positive behaviour through house points. Pupils are keen to do well in all aspects of school life.

Pupils learn about healthy relationships and how to keep safe, especially online. There is high-quality provision for health education. Pupils' spiritual, moral, social and cultural development is well considered in the classroom. Visitors are invited into school to broaden pupils' understanding of the world, and educational visits are arranged to extend pupils' learning. However, this is not always coherently planned with the curriculum in mind.

Governors are knowledgeable about the strengths and areas for development in the school. They are committed to the school's mission and to serving the school community. Governors understand their specific roles in relation to safeguarding and the financial performance of the school. Governors and school leaders work closely together. Staff feel well supported by leaders. Staff speak consistently about their positivity regarding how the school is moving forward.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The recent curriculum changes in some foundation subjects are in the early stages of implementation. Consequently, pupils cannot consistently recall what they have learned in these subjects. The school should ensure that pupils are able to know and remember the key knowledge in all foundation subjects.
- Pupils' understanding is not always checked well enough before being moved on to the next part of the curriculum. As a result, pupils have gaps in their knowledge or misconceptions that are not addressed. Leaders at all levels should ensure that teachers check pupils' understanding consistently well and address any gaps or misconceptions. This will enable pupils to build knowledge more effectively over time.
- Opportunities beyond the classroom for pupils are not always coherently planned. As a result, pupils experience a limited range of enrichment opportunities related

to the curriculum. The school should ensure that pupils have access to a wide range of experiences, in line with their learning in school, that enhance their personal development.

## 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>	103257
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10294476
<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>	239
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dhiren Katwa
<b>Headteacher</b>	Andy Runacres
<b>Website</b>	<a href="http://www.stanville.org">www.stanville.org</a>
<b>Date of previous inspection</b>	18 July 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any 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 meetings with the headteacher, governors, a representative from the local authority, senior leaders, subject leaders, teachers and pupils. They also talked informally to pupils, parents and staff to gather general information about school life.
- Inspectors carried out deep dives in early reading, mathematics, science and history. For each deep dive, inspectors 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.

- 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 the personal, social, health and economic education curriculum planning, spoke with leaders, visited breakfast club, and observed pupils arriving at school. An inspector also reviewed the support provided for pupils regarding reading.
- Inspectors looked at records and spoke to staff in relation to attendance, behaviour, bullying and punctuality.
- A range of documentation was scrutinised, including leaders' plans to improve the school and their self-evaluation of the school's work.
- Inspectors took account of responses to the pupil and staff surveys, as well as Ofsted Parent View.

### **Inspection team**

Richard Wakefield, lead inspector

His Majesty's Inspector

Corinne Biddell

His Majesty's Inspector

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