

Inspection of a good school: Stocks Lane Primary School

Stocks Lane, Clayton Heights, Queensbury, Bradford, West Yorkshire BD13 2RH

Inspection dates:

30 April and 1 May 2024

Outcome

Stocks Lane Primary School continues to be a good school.

What is it like to attend this school?

Parents and carers, teachers and governors all describe the school as one big family. Pupils have positive relationships with each other and the adults in the building. Children in early years interact with maturity and respect. They are enthusiastic about their learning, and speak confidently about what they are learning now and what they have learned in the past.

Staff have extremely high expectations for all pupils' achievement and behaviour. Pupils know the school rules of 'ready, respectful and safe'. Pupils behave well. Most pupils achieve high outcomes at the end of key stage 2 in reading, writing and mathematics. At the end of Year 1, a very high number of pupils achieve the expected standard in phonics. Pupils are well prepared for the next stage of education.

Pupils feel safe in school. They have trusted adults, or the 'worry monster', to talk to if they have any concerns. Pupils understand that making 'marvellous mistakes' is part of learning. This helps them to be resilient learners. Pupils learn about healthy relationships. They can talk confidently about different religions and the characteristics of each. Pupils enjoy coming to school.

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

The curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have constructed a curriculum that starts in Reception and builds knowledge over time through to the end of Year 6. The important knowledge that pupils will learn has been meticulously identified. Opportunities to revisit this knowledge are built into the curriculum using 'Flashback 4' activities.

Teachers have good subject knowledge and use it to deliver lessons that are engaging. Teachers select good activities to deliver the curriculum, which can be teacher-led, paired or group work. Pupils take part in these activities with enthusiasm and maturity. The quality of work in pupils' books is of a high standard. Pupils' learning is regularly checked

against the curriculum outcomes. Teachers address any gaps in knowledge with same-day interventions. In a small number of foundation subjects, this is not the case. As a result, sometimes, teachers do not identify and respond to misconceptions as fully as they do in other subjects.

Reading is a high priority for the school. Children in Reception learn phonics from their third week in school. Teachers are knowledgeable and enthusiastic in their delivery of phonics. Children enjoy learning phonics and quickly learn to read. The school identifies anyone falling behind expected levels of progress and intervenes quickly. Adults deliver high-quality support to help these children catch up. All pupils read daily. They spoke about their favourite books and authors. Pupils enjoy reading at this school.

The school identifies pupils with SEND through staff or parental referrals. Staff support pupils with SEND in lessons by adapting their teaching to meet their particular needs. All staff have received training to implement these strategies effectively. Pupils with SEND make good progress in relation to their starting points.

Pupils attend well. The school's attendance figures are above national averages. Attendance is closely monitored. When needed, leaders offer support and challenge to pupils and families to improve their attendance. As a result, there has been a significant reduction in the number of pupils who are persistently absent.

Pupils have a range of meaningful leadership opportunities, including reading ambassadors, playground leaders and members of the school council. Members of the school council are pen pals with residents of the local care home. Pupils learn about fundamental British values every week in assembly. They have a weekly 'my happy mind' lesson to learn about mental health and well-being. As a result, pupils are well prepared for life in modern Britain.

Leaders are mindful of staff's workload and well-being. Staff feel supported and listened to. They are happy and proud to work at the school. Governors have a strong oversight of the school. Leaders at all levels are passionate about providing the best education possible for the pupils at Stocks Lane Primary 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 a small number of foundation subjects, teachers do not assess pupils' progress against the curriculum outcomes. As a result, sometimes, teachers do not identify and respond to misconceptions as fully as they do in other subjects. The school should ensure that its approach to assessment is fully developed and implemented in these subjects.

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 December 2014.

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	107237
Local authority	Bradford
Inspection number	10297207
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Ann Worsnop
Headteacher	Lucy Neal
Website	www.stockslanepprimary.co.uk
Date of previous inspection	6 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a breakfast club and after-school provision.
- The school uses one unregistered alternative provision.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior leaders.
- The inspector spoke with the chair and with other members of the local governing body.
- The inspector also spoke with a representative from the local authority.
- The inspector carried out deep dives in the following subjects: reading, mathematics and physical education. For each deep dive, the inspector held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector observed pupils' behaviour in a range of situations, including in corridors and in lessons. They also spoke to pupils about behaviour and bullying. The inspector spoke with leaders, teachers and pupils about the school's programme of personal development.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered the views of pupils, parents and staff through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Chris Sergeant, lead inspector

His Majesty's Inspector

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