

Inspection of a good school: Stanningley Primary School

Leeds and Bradford Road, Stanningley, Pudsey, West Yorkshire LS28 6PE

Inspection dates: 14 to 15 May 2024

Outcome

Stanningley Primary School continues to be a good school.

What is it like to attend this school?

Stanningley Primary School is warm and welcoming. The school has high ambitions for pupils' achievement. These ambitions are realised. Pupils achieve well. This is reflected in the school's published outcomes. Relationships between adults and pupils are nurturing. Pupils are safe and happy at the school.

Pupils' behaviour in lessons is good. Pupils have positive attitudes towards learning. High expectations are maintained through breaktimes. Pupils play well together. They are respectful to each other.

The school promotes healthy lifestyles. Pupils run a mile each day in the local park. This also creates a sense of community. Pupils understand that public spaces are for everyone. They understand that they have a responsibility to look after them.

Pupils access a range of extra-curricular opportunities. These develop pupils' talents and interests. Pupils enjoy representing the school in sporting competitions. For example, some pupils reached a tag rugby final at Headingley stadium, while others competed in a local schools' Olympics. Music is a focus in the school. Pupils learn different instruments. The school choir performs at a range of events.

The school is passionate about providing pupils with broader development through enrichment activities. This includes visits to the seaside in Bridlington and outdoor activity centres. Pupils remember these experiences fondly.

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

The school prioritises reading. Children begin learning phonics as soon as they settle in Reception. Staff are well trained to deliver the school's phonics programme. As a result, the programme is delivered with precision. Pupils quickly develop their understanding of phonics. The books that pupils read are well matched to their reading ability. If pupils fall behind in the phonics programme, they are quickly identified. These pupils access

appropriate support which helps them to catch up quickly. Pupils, including those with special educational needs and/or disabilities (SEND), become confident and fluent readers.

The school has identified the important knowledge that pupils should remember. Adults receive guidance on how to teach this knowledge. Visits enrich the curriculum. For example, in geography, pupils learn about local geographical features such as those located at Nell Bank. Here, pupils explore the rates of water flow at different points of the river. The school supports pupils with SEND to access the curriculum. This includes using practical resources and visual aids. These are successful and help pupils with SEND to achieve well.

In most subjects, adults regularly check what pupils understand. They use this information to make appropriate changes to the curriculum. Adults recap key learning from prior lessons to help pupils remember it. This is having the most impact in mathematics. Pupils make links in their understanding so that it continues to develop. However, in some other subjects, such as geography, some pupils struggle to remember the key learning. As a result, some pupils do not learn as much as they could.

Early years is a hive of learning. Adults accurately identify what the children understand and need to learn next. This information is used to create effective learning activities. For example, children read *Jack and the Beanstalk*, plant beans and then write about it. This extends the children's understanding. Children's writing is at a high level. They learn to write clear sentences with accurate punctuation and spelling.

Personal development is a strength of the school. Pupils develop secure knowledge of fundamental British values through the curriculum and regular school assemblies. Pupils vote for school council members, who share their opinions to improve the school. Pupils learn about protected characteristics. The school ensures that learning opportunities are not missed. For example, many school visits involve pupils walking and using public transport to get to their destination. Pupils are involved in planning these journeys, including using bus and train timetables. This develops pupils' skills to engage with the world safely.

Pupil attendance is positive. School leaders have clear oversight of pupil attendance. They work proactively with parents and pupils to address poor attendance. This is having a clear impact.

Leaders think carefully about staff well-being and workload. Staff are valued and well supported. As a result, they are committed. They follow leaders' guidance to improve the school. Governance is a strength of the school. Governors access training to understand their role. They have the skills and commitment to fulfil their responsibilities. Governors are robust in their support and challenge. This is effective in improving 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, such as geography, some pupils do not remember some of the key elements of the curriculum. As a result, some pupils are not able to build and develop their understanding as effectively as they could. The school should ensure that pupils remember more so that they can develop their understanding over time.

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 2018.

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	107966
Local authority	Leeds
Inspection number	10297236
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Co-Chairs of governing body	Louise Travis-Jones and Chris Winstanley
Headteacher	Julie Gaunt
Website	www.stanningleyprimary.com
Date of previous inspection	27 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a breakfast club.
- The school does not make any use of alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's educational provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met with the headteacher, deputy headteacher and members of the senior leadership team.
- The inspector met with representatives of the governing body and a representative of the local authority.

- The inspector considered the responses to Ofsted Parent View, including the free-text comments. The inspector considered the responses to Ofsted’s staff and pupil surveys. The inspector spoke with parents to gather their views and opinions about the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. 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.
- 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 observed pupils’ behaviour around school and in lessons. They spoke with pupils to gather their views about behaviour and safeguarding in the school.

Inspection team

Andrew Yeomans, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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