

Inspection of a good school: Stanley Primary School

Strathmore Road, Teddington, Middlesex TW11 8UH

Inspection dates: 16 and 17 July 2024

Outcome

Stanley Primary School continues to be a good school.

What is it like to attend this school?

This is a highly inclusive and welcoming school. Parents and carers speak warmly of the school and consider it a nurturing and caring environment. Pupils are happy to come to school and learn well. There is a strong sense of community here.

Pupils are safe at the school and attend very well. The school teaches pupils about the importance of respect and kindness. Pupils are courteous and conduct themselves calmly around the school site. Many pupils take on leadership responsibilities, including as well-being ambassadors, house captains or members of the eco-council. The school has a commendable approach towards support for pupil well-being and in particular champions its young carers and pupils who have special educational needs and/or disabilities (SEND).

The school provides a wide range of enrichment activities and trips so that pupils gain valuable life experiences. Pupils attend a range of clubs, including running, sewing, football, drama and writing for the Stanley magazine. Pupils are provided with opportunities to demonstrate the school values of responsibility, empathy, aspiration, contribution, resilience and happiness. This develops their character and helps them to understand the importance of contributing to society.

The school has high expectations for the achievement of all pupils. Pupils study a broad and enriched curriculum. Leaders are evaluative and strategic in their efforts to move the school forward.

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

Teachers have strong subject knowledge and pupils typically produce work of high quality. Explanations and demonstrations of new ideas and skills are delivered clearly. Key vocabulary is routinely taught to pupils and leaders are putting effective strategies in place to develop pupils' writing. In the early years, the learning environment is purposeful and inviting. Activities are both fun and meaningful. For example, in the Nursery, staff used the story of 'Goldilocks and the Three Bears' imaginatively so that children made and

tasted porridge, fixed Baby Bear's chair with different materials in a 'crime scene' area and plotted a suitable punishment for Goldilocks' behaviour through writing and drawing tasks.

Pupils follow a curriculum that is carefully sequenced to build on prior understanding. Important knowledge for pupils to learn is chosen well and enrichment activities help bring that learning to life. For example, the school uses its own 'living classroom' to explore the ecosystem of a pond, and pupils take part in STEM Week to underpin their learning and hear from engineers about careers in science. However, teaching is not consistently ambitious in all subjects and at times pupils complete work too easily. When this occurs, pupils are not highly motivated to learn and occasionally do not meet their full potential.

The provision for pupils with SEND is excellent. Needs are identified quickly, and pupils often successfully work alongside their peers in the classroom. Where pupils' needs are more significant, they receive exceptional support from highly skilled staff. The school aims to build independence and develop the talents of these pupils. Pupils with SEND make strong progress and take an active part in school life.

The school has made reading a priority. The phonics programme is set out logically to build knowledge gradually and securely. Staff deliver the programme well and are skilled in helping pupils to read. Pupils practise reading with books that match the sounds taught in class. Those who need additional support are identified swiftly and given appropriate help so that they become fluent readers. Storytime, reading competitions and author visits support a culture of reading in the school.

The school has a strong offer for personal development, particularly for musical and sporting activities. Many pupils benefit from music tuition in a range of instruments and the orchestra and choir are active in the local community. Pupils perform well in many sporting competitions and enjoy trips to Lord's Cricket Ground, alongside taking part in endurance races and various challenges. Leaders ensure inclusivity is at the heart of these activities so all can join in. Pupils are encouraged to aim high and benefit from talks from a range of speakers, such as Preet Chandi, who undertook an expedition to the South Pole. They are well prepared for life in modern day Britain and learn how to stay healthy and keep themselves safe, including online. Pupils go on a range of trips which enrich the curriculum, including to Hampton Court, Kew Gardens and the London Aquarium.

Children in the early years learn and play with each other cooperatively. They learn to manage their emotions and staff carefully build their concentration skills over time. Pupils take an anti-bullying pledge and the Happy Hive and Lunchtime Chill rooms support emotional regulation. Leaders have developed a strong approach to supporting mental health and well-being in the school. Staff have been trained to de-escalate any difficult behaviour and support pupils' emotional regulation. This has had a significant impact on the behaviour of pupils. There is little disruption in class and pupils behave respectfully towards each other. The school works closely with families to ensure that pupils attend school regularly and have put robust systems in place to address any dips in attendance.

Staff are proud to work at this school and feel valued. Parents are overwhelmingly positive about the inclusive ethos. Leaders at all levels are committed to further improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching is not consistently ambitious across all subjects. As a result, some pupils do not make as strong progress as they could. Leaders should ensure that learning is routinely ambitious across the curriculum and strategies are embedded to promote deeper thinking. This will enable pupils to build on their existing knowledge in further depth and ensure they are consistently highly motivated to learn in class.

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 first ungraded inspection since we judged the school to be good in March 2019.

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	102898
Local authority	Richmond Upon Thames
Inspection number	10345851
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	471
Appropriate authority	The governing body
Chair of governing body	Jen Buckley
Headteacher	Simon Hawley
Website	www.stanley.richmond.sch.uk
Dates of previous inspection	12 and 13 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses an external provider to offer a breakfast club and after-school club.
- The school uses one unregistered alternative provider to support a small number of pupils.

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 her evaluation of the school.
- The inspector met with senior leaders, some teachers and support staff, governors and a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and science. 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. Other subjects were also considered as part of this inspection.

- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- 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 took account of the views of pupils, parents and staff, as gathered through discussions and Ofsted's surveys.
- The inspector checked the school's policies and records, including those related to behaviour and pupils' wider development.
- The inspector held meetings with staff and spoke with pupils during social times. She observed pupils' behaviour across the school, including as pupils arrived and left school.

Inspection team

Sarah Saunders, 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 2024