

Inspection of a good school: Stanley Primary School

Wordsworth Avenue, Blackpool, Lancashire FY3 9UT

Inspection dates:

15 and 16 November 2023

Outcome

Stanley Primary School continues to be a good school.

What is it like to attend this school?

The school strives to achieve its value of aiming high for pupils in all aspects of school life. This is reflected in the high ambition that the school has for pupils, including those with special educational needs and/or disabilities (SEND). Pupils embrace the learning opportunities that the school provides for them. Many pupils leave the school well prepared for their next stage of education.

Pupils are keen to follow adult instructions and to live up to the high expectations of behaviour that the school has. Pupils are kind, considerate and take pride in being part of the school community. They value the strong friendships that they have at school. Those pupils who need extra help in managing their emotions are ably supported. Pupils benefit from positive relationships with staff. They trust that staff will help them with any worries or concerns that they may have.

Pupils value the range of leadership opportunities that are available to them. These include being corridor monitors, house captains to members of the eco committee. Such opportunities build pupils' understanding of responsibility and how they can influence change for the benefit of everyone.

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

From the Reception Year to Year 6, the school has identified the key knowledge that pupils should learn and the order in which teachers should deliver it. The curriculum is ambitious for pupils, including those with SEND. The school have put effective systems in place that identify the additional needs of pupils with SEND. Carefully considered support and resources ensure that pupils with SEND progress well through the school's curriculum. Overall, many pupils achieve well.

The school provides teachers with appropriate training. This helps them to develop their subject-specific knowledge. The training also equips teachers to identify and effectively support the additional needs of pupils with SEND. Across most subjects, the school has strategies in place that enable teachers to check on what pupils have learned and remembered from previous lessons. When needed, teachers provide opportunities for pupils to revisit prior learning.

In a small number of subjects, leaders have recently revised the curriculum. In these subjects, the curriculum is well thought out. However, the previous weaker curriculum has led to some pupils having gaps in their knowledge. As a result, these pupils struggle to make sense of new learning. They do not achieve as well as they should in these subjects.

Staff in the Reception Year are skilled at supporting children's language development. The school places a high priority on pupils developing a secure knowledge of phonics and learning to read with confidence. Well-trained staff teach the school's phonics programme effectively. They quickly identify those pupils who need extra help. The support that these pupils receive helps them to keep up with their classmates.

The books that pupils in key stage 1 read closely match the sounds that they have learned. This helps them to experience success and enjoyment from reading. Most pupils become fluent and confident readers by the end of key stage 1. The school ensures that pupils across the school read a range of engaging texts that include poetry and non-fiction. Pupils value the importance of reading and how it helps them with their learning across the curriculum.

Children in the Reception Year quickly learn the school's rules and routines. For example, they listen carefully to staff and show good manners. Pupils across the school are attentive in lessons and eager to learn. Learning proceeds with little interruption.

Pupils, including those with SEND, experience a broad range of opportunities that enhance their wider development. French, martial arts and singing are just a few of the clubs which help pupils to develop their talents and interests. Pupils understand that people live in different types of families. Many pupils have a strong moral conviction that everyone should be treated with respect, regardless of their differences. Pupils understand how to keep themselves safe online.

Governors have a secure understanding of the school. They provide effective support and challenge to the school to improve the quality of education.

Staff value being part of this school. They appreciate the consideration that the school gives to staff's workload and well-being when making decisions. Staff also value the training that they receive to help them deliver the curriculum well.

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 subjects, some pupils have gaps in their knowledge. As a result, these pupils struggle to make sense of new learning. The school should ensure that in these subjects, teachers identify and address gaps in pupils' learning before teaching new concepts.

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 July 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	131070
Local authority	Blackpool
Inspection number	10291425
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	569
Appropriate authority	The governing body
Chair of governing body	Shellie Bee
Headteacher	Sarah Jane Murphy
Website	www.stanleyprimaryschool.com
Dates of previous inspection	3 and 4 July 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up post on 1 September 2022.
- The school does not use 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 had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in his evaluation of the school.
- The inspector completed deep dives in the following subjects: early reading, mathematics and history. As part of the deep dives, the inspector met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at pupils' work. The inspector also looked at the curriculum and pupils' work in some other subjects. The inspector observed some pupils read to a familiar adult.
- The inspector spoke with the headteacher, other school leaders and members of staff.

- The inspector spoke with members of the governing body, including the vice-chair of governors. He also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record and took account of the views of leaders, staff and pupils. He also 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 in lessons. He spoke with groups of pupils about their experiences at school. He also considered the views of pupils shared through Ofsted's online pupil survey.
- The inspector spoke with staff about their workload and well-being. He also considered the views of staff shared through Ofsted's online staff survey.
- The inspector considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

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