

# Inspection of Stanton Drew Primary School

Upper Stanton, Stanton Drew, Bristol BS39 4EQ

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Inspection dates:	1 and 2 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Tim Eustace. This school is part of The Lighthouse Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gary Lewis , and overseen by a board of trustees, chaired by Adele Haysom.

Ofsted has not previously inspected Stanton Drew Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Stanton Drew Primary School to be outstanding for overall effectiveness, before it opened as an academy.

## **What is it like to attend this school?**

Stanton Drew Primary is a school where everyone is welcome. The school has a culture based on nurture and care. Staff, parents and carers, and pupils describe a 'family feel.' Pupils are compassionate towards others. Older pupils act as positive role models for younger children. Relationships between staff and pupils are strong. Pupils attend well and are safe. They are confident that staff will help them if they have any worries.

Staff have high expectations for all children, which are realised. Pupils behave well and show positive attitudes towards their learning. They understand why it is important to do their best. Pupils value the rewards they receive for their conduct, their learning and for reading regularly. They appreciate the variety of experiences they have in the classroom and beyond. Pupils enjoy sharing what they have learned with visitors and are eager to find out about the lives of others.

The school is at the heart of the local community. Pupils benefit from regular participation in local initiatives. For example, they work with the parish council on environmental initiatives. This supports them to become active citizens. Pupils enjoy participation at sporting events and through them develop a sense of teamwork.

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

School leaders are ambitious for all pupils including those with special educational needs and/or disabilities (SEND). In most subjects, important knowledge is identified which builds in a logical sequence. In mathematics for example, pupils develop an increasingly sophisticated knowledge of place value over time. In a few subjects, the sequence of the curriculum is not sufficiently precise. As a result, pupils do not build confidently on what they already know. In addition, not all staff have the training they need to support pupils to reach the intended curriculum goals. Consequently, in some subjects, pupils do not develop sufficient depth of knowledge.

Children in the Reception Year make a strong start. The curriculum supports them to develop their knowledge in all areas of their learning. Staff consider carefully how to build the skills and knowledge that children need. For example, children work with play dough to build muscle strength and coordination. This helps prepare them for writing. Children develop a keen sense of collaboration, taking turns and developing emotional control. They are highly motivated and concentrate for sustained periods to solve problems.

Pupils follow a well-planned phonics programme to help them to learn to read. Staff check that pupils remember the new sounds they are taught. Pupils read books that match the sounds they know. This helps them to develop fluency. The school has selected texts linked to areas of the curriculum to broaden pupils' understanding. For example, pupils read about seasonal change to support what they learn in science. This reflects the aim for reading to be at the heart of learning.

The school has systems in place to identify and support pupils with SEND. Staff know pupils well and meet the varying needs of individual pupils. The school works with external agencies to ensure that pupils with SEND have the support that they need to achieve well.

Pupils benefit from a rich and diverse education underpinned by a comprehensive personal development provision. They demonstrate tolerant and respectful attitudes to others. Pupils are knowledgeable about culture and faiths that differ from their own. Through the curriculum, assemblies and wider opportunities, pupils develop a thorough understanding of British values such as individual liberty and the rule of law. They make meaningful links between voting for school councillors and the democratic process. Pupils are proud of the responsibilities they hold. These include being school eco and mental health leaders. They develop confidence and independence through these leadership positions.

Pupils visit places of interest such as theatres and wildlife parks. Opportunities such as these help them to learn about life beyond their village. The school organises a range of interesting visitors to come into school. This allows pupils to learn about different career paths and know how to keep themselves safe in the community.

The trust and the local governing body have a comprehensive knowledge of the school. They plan strategically for the school's long-term future. Whilst there have been some changes to staffing over recent years, this has now stabilised. All leaders and those responsible for governance share the school's ambition. They have an accurate understanding of the school's strengths and priorities for development.

Staff are proud to be part of the school. They continue to hone and develop their expertise. They appreciate the steps that the school takes to support their well-being and workload.

## **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 few subjects, there has not been a precise enough identification of the content of the curriculum or the sequence in which it is taught. As a result, pupils do not build confidently on what they already know or prepare for what comes next. The school should ensure that all subjects are sequenced in a way that supports pupils to build up their knowledge over time.
- In some subjects, the teaching of the curriculum does not support pupils to reach the intended curriculum goals. Therefore, pupils do not build a sufficient depth of

knowledge in these subjects. The school should ensure that teachers have the expertise to make the right pedagogical choices to teach the curriculum as planned.

## 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>	146707
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10298067
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	53
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Adele Haysom
<b>CEO of the trust</b>	Gary Lewis
<b>Headteacher</b>	Tim Eustace
<b>Website</b>	<a href="http://www.bishopsuttonstantondrew.co.uk">www.bishopsuttonstantondrew.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of The Lighthouse Partnership.
- The school uses no alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- The inspectors held discussions with the headteacher, other senior leaders, the special educational needs and/or disabilities coordinator, subject leaders, members of the governing body, the trust director of school improvement, who was the representative of the CEO, and the chair of the board of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors 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 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.
- The inspectors considered responses to the online survey for parents, Ofsted Parent View, including the free-text comments. The inspectors also considered responses to the staff survey.

### **Inspection team**

Liz Geller, lead inspector

His Majesty's Inspector

Nicola Berry

Ofsted Inspector

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