Inspection of a school judged good for overall effectiveness before September 2024: Stanton Bridge Primary School

Oliver Street, Coventry, West Midlands CV6 5TY

Inspection dates: 25 and 26 March 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Sofina Islam. This school is part of the Growth Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), also Sofina Islam, and overseen by a board of trustees, chaired by Evans Gyasi.

What is it like to attend this school?

Stanton Bridge is a school deeply committed to its pupils. It will not give up on anyone. Pupils are proud to be part of the school community. They are happy and safe at school. Relationships between adults and pupils are very positive. Pupils thrive at Stanton Bridge because of the high levels of care they receive. The calm start to each day enables everyone to be ready for learning.

Pupils' behaviour is exemplary. They are welcoming and show tolerance and respect for others. Parents and carers value what the school does for their children and the community. One parent spoke for many when they said, 'All staff are very helpful and supportive towards me and my children. The learning at the school is brilliant.'

The school is ambitious for what all pupils can accomplish. Pupils live up to these ambitions for them to achieve highly. There is a strong commitment from all staff that pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged achieve well.

There are many ways that pupils can develop their talents and interests. A range of after-school clubs are available for all, as well as opportunities to be active and helpful in the community.

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

Pupils enjoy their learning and always do their best to meet the high expectations the school has of them. The school provides a broad and ambitious curriculum that ensures that all pupils are supported and encouraged to achieve well. The sequenced curriculum clearly identifies key knowledge and skills that pupils need to have. This helps them to build strong foundations for future learning. Teachers have excellent subject knowledge and their teaching is highly effective. Pupils are inspired to learn and determined to do their best. As a result, across the breadth of the curriculum, pupils achieve very well.

Pupils who join the school with lower than typical starting points are helped to catch up as quickly as possible. Additionally, the school quickly identifies pupils' needs and puts in place effective, timely support. Disadvantaged pupils, including pupils with SEND, study the full curriculum. Skilled staff understand pupils' individual needs and circumstances. Support is targeted to help all pupils achieve well.

Reading is a top priority for the school. All staff are well trained in the teaching of phonics and reading. Children in the early years quickly learn the sounds and letters that they need to read. Books are matched well to the sounds that pupils have learned. Additional help is provided for those pupils who find reading difficult. Pupils develop a love of reading. Reading at home is very well supported by parents.

Pupils understand the importance of positive behaviour. In lessons, pupils are attentive, focused, and they follow instructions. In the Nursery and Reception Years, children start to learn classroom routines, which are well established by the start of key stage 1. The school's work to develop pupils' positive character and learning traits is exceptional. As a result, pupils develop into confident and independent learners. Some pupils take on roles such as 'cognitive mindset coaches'. They readily find different ways of solving problems.

Pupils take on many leadership roles, including serving on the school council or the eco-committee or being 'well-being champions' and 'bookworm buddies'. The school is committed to giving pupils rewarding and interesting educational experiences. This has included recent work with established artists in opera and classical music. Careers education has included a visit to a university. Stanton Bridge is an inclusive school. As one pupil commented, 'Everyone fits in, even if you've just joined.' Pupils are reflective, active citizens who understand themselves and others. They are very well prepared for the next stage of their education and life in the wider world.

Leadership at all levels is very strong and has enabled the school to go from strength to strength. The school is ambitious for all. Staff acknowledge that the school is supportive of their workload and well-being. Trustees have a very strong commitment to the school. They have considerable expertise and relevant experience. Trustees hold the school to account and have an incisive understanding of its performance.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in November 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	143177
Local authority	Coventry
Inspection number	10371390
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	Board of trustees
Chair of trust	Evans Gyasi
CEO of the trust	Sofina Islam
Headteacher	Sofina Islam
Website	www.stantonbridge.coventry.sch.uk
Dates of previous inspection	26 and 27 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Growth Academy Trust. It is currently the only school in this trust.
- The school does not currently use any alternative provision.
- There is a daily breakfast club managed by the school.
- The school has a nursery provision for three-year-old children.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.

- During the inspection, the inspector met with the headteacher and other senior leaders and staff. He also met with members of the board of trustees, including the chair.
- The inspector visited a sample of lessons, 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' interest first.
- The inspector considered the responses to Ofsted's online survey for parents, Ofsted Parent View, and considered the results of Ofsted's online staff and pupil surveys.
- The inspector observed pupils' behaviour in lessons and around the school site.
- A range of policies and procedures were considered, including those that relate to the curriculum, SEND and behaviour.

Inspection team

David Buckle, lead inspector	Ofsted Inspector

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