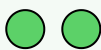


Stanburn Primary School

Address: Abercorn Road, Stanmore, HA7 2PJ

Unique reference number (URN): 102214

Inspection report: 7 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly in national tests and examinations. Published outcomes show that they consistently achieve well above national averages in reading, writing and mathematics. Disadvantaged pupils and pupils with special educational needs and/or disabilities achieve equally highly and achieve above national averages compared to similar groups. Pupils make significant progress from their starting points. This includes children in the early years.

Younger pupils learning phonics achieve very highly and quickly learn to read fluently and enjoy reading. Pupils consistently do very well in their multiplication tables check and develop considerable mathematical knowledge to build upon.

Pupils develop secure knowledge across the curriculum. This is particularly evident in the core subjects, where they produce high-quality work. Leaders ensure that pupils develop the knowledge and skills they need. Pupils are very well prepared for the next stage of their education.

Early years

Strong standard ●

Leaders have extensive knowledge of the early years. The curriculum is thoughtfully designed and includes imaginative activities that capture children's interests and encourage curiosity about the world around them. This includes the Nursery class, which is a recent addition to the school.

Staff make careful decisions about the activities they provide, including opportunities for enrichment. For example, children enthusiastically discuss as pairs a recent trip to a model village, while others locate countries involved in the international sports competitions on a world map using magnifying glasses.

The school has a creative and engaging environment, both indoors and outdoors. Well-selected resources help children develop physical skills alongside wider learning. Children engage deeply in activities and develop impressive levels of concentration. They are happy and learn successfully through play. For example, children explore shapes by handling clay and creating bubbles.

Staff maximise opportunities to develop children's communication skills. During role-play activities, children pretend to make ice creams, using vocabulary such as 'scoop' and 'press' while discussing flavours.

Staff effectively prioritise early reading, writing and mathematics. They identify gaps swiftly and provide effective support for children who need it. Children make excellent progress. They also develop resilience with support from the school's dinosaur characters 'Exploradon, Thinkaraptor and Triasaur'. Children are well prepared for their transition into Year 1.

Inclusion

Strong standard 

Leaders and staff have established an inclusive culture across the school. This includes a diverse curriculum and enrichment events such as the religious and cultural festivals on offer. These both celebrate difference and ensure that pupils feel a sense of belonging.

Staff know pupils well and quickly understand their needs. Leaders work closely with families to put effective support in place so that pupils can achieve their potential. Pupils with special educational needs and /or disabilities, including those who face barriers to learning, learn the same broad and ambitious curriculum as their peers. Pupils in the resourced provision join classes when appropriate. At other times, they follow a bespoke curriculum that develops important life skills. This curriculum continues to evolve, meets pupils' needs and is delivered by highly trained staff.

Leaders have high aspirations for all pupils. Disadvantaged pupils achieve highly and participate fully in school life. Leaders use additional funding effectively to widen opportunities and provide targeted support.

Children's wellbeing and care is a priority. Wellbeing mentors work alongside staff to provide nurturing support. Leaders provide professional development which deepens staff understanding of pupils' needs, emotional regulation strategies and appropriate adaptations to help pupils overcome barriers to learning. Alternative provision is used appropriately for a small number of pupils.

Leadership and governance

Strong standard 

Leaders are ambitious for the school. They provide meaningful opportunities for staff, governors and parents and carers to share their views. This collaborative approach helps drive improvement and creates a genuine sense of community. Leaders have a detailed understanding of the school's provision. They know its strengths and priorities for development. This is reflected in the high outcomes achieved by pupils.

The school's vision is well understood and embedded throughout the school. Leaders are clear about their priorities and are open to challenge. As a result, staff and parents and carers support the school's culture and values.

Leadership capacity has been developed at all levels. Leaders share the same strategic approach and evaluate the impact of their work effectively. Staff feel valued and supported with their workload and wellbeing. Leaders prioritise professional development, which has a positive impact on practice. Staff morale is high.

Parents and carers speak very positively about the school. They value the nurturing support, extensive enrichment opportunities and the pride their children have in being part of the school. Communication with parents and carers is thorough through daily emails, workshops, events and the parent ambassador group. This enables families to work in partnership with the school and remain well informed about their children's progress.

Leaders and governors work effectively together to keep pupils safe and maintain high aspirations. Governors fulfil their statutory responsibilities and are committed to serving the

school community. They provide support while also holding leaders to account. This professional culture ensures that pupils remain at the centre of decision-making.

Personal development and wellbeing

Strong standard 

The school's personal development programme is extensive and carefully tailored to the school's context and pupils' aspirations. The school uses bespoke areas of personal development: '5 for Five,' to help pupils develop their confidence and resilience, as well as their sense of self, community and cultural understanding. These are underpinned by the school's vision. Trips, events, assemblies and opportunities are carefully linked so that they are purposeful and have great impact. The programme is an entitlement for every pupil. Leaders meticulously track participation. They use additional funding to ensure that disadvantaged pupils take full advantage of the offer.

Pupils have a range of extensive opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport. These include clubs such as ballet, fencing and chess, alongside the school podcast, Duke of Edinburgh, enterprise projects and events to celebrate neurodiversity and different religious festivals. Pupils visit different places of worship, and have numerous opportunities for trips including the royal courts of justice and the school's own World War 2 shelter.

Leaders place a clear emphasis on physical and mental wellbeing. This is reflected in their wellbeing mentor provision, healthy living initiatives and targeted family support. Pupils develop a thorough understanding of how to keep themselves safe, including online. They learn about healthy relationships and financial literacy through the teaching of personal, social, health and economic education (PSHE). Leaders have adapted programmes sensitively to meet the needs of their school community while maintaining curriculum coverage.

There are numerous leadership roles for pupils, particularly in the upper school. These include prefects, 'eco warriors' and house captains. Pupils take part in charity events and learn empathy for others. Diversity is celebrated and learning about respect for others is woven through both the curriculum and wider enrichment events. Pupils are well-prepared for their next steps and careers week gives them added inspiration.

Expected standard

Attendance and behaviour

Expected standard 

Pupils' attend school well. This includes disadvantaged pupils. Pupils understand the importance of attending school. Attendance is broadly in line with national averages. Leaders work closely with parents and carers and take time to understand the barriers individual pupils face. They provide effective support to help pupils overcome these barriers. Leaders use a range of strategies to promote positive attendance. The evaluation of these approaches does not clearly identify which strategies have the greatest impact.

Pupils are polite, respectful and courteous. Leaders have high expectations for behaviour, rooted in the school's values. Pupils understand the school rules and know they are applied fairly. Children in the early years quickly learn kindness and important social skills. Older pupils are highly engaged in lessons and enjoy learning.

Pupils benefit from positive relationships with staff who know them well. Staff make appropriate adjustments when needed and help pupils reflect on mistakes and make positive choices in the future. Bullying is rare. When incidents occur, leaders deal with them swiftly and thoroughly. When positive handling is used, leaders should ensure this is recorded in a more timely manner and communicated quickly to parents.

Curriculum and teaching

Expected standard 

The curriculum is ambitious for pupils. It is enriched by resources, activities and educational visits, helping learning become memorable and meaningful for pupils. Leaders carefully map the knowledge pupils need to learn and when they need to learn it. They provide effective professional development, ensuring teachers have secure subject knowledge.

Reading and mathematics are clear priorities. Pupils secure their knowledge quickly and are given opportunities to practise and apply their mathematical understanding. Teachers deliver the phonics programme consistently well. Pupils who need additional support receive expert help and quickly become fluent readers. Children begin to develop a love of reading from the early years through carefully chosen books and stories.

Writing is taught effectively in English lessons. Nevertheless, expectations for writing are not consistently high across all subjects. As a result, there are times when pupils do not reach the high standards of handwriting or apply spelling, punctuation and grammar accurately, including the spelling of important subject vocabulary.

Teachers explain new learning clearly. They usually check pupils' understanding effectively and address misconceptions. Teachers know disadvantaged pupils and pupils with special educational needs and/or disabilities well and make appropriate adjustments when needed to support their learning. At times, these adaptations could be better matched to pupils' needs. Teachers maintain high expectations for all pupils, including those in the resourced provision.

What it's like to be a pupil at this school

Pupils thrive at this inclusive and welcoming school. There are high expectations for all pupils, who quickly build a distinct sense of belonging. The school lives out its vision to provide pupils with 'endless possibilities' and supports them to believe in themselves and achieve. Pupils attend school readily and are proud to be pupils here. They enjoy their learning and celebrate difference.

Pupils benefit from an ambitious curriculum. They make excellent progress from their starting points and are thoroughly prepared for the next stage of their education. By the time

pupils leave the school, they achieve outcomes in national tests that are above national averages.

Pupils flourish in an environment where they feel safe and included. Staff work together to support and care for pupils who may have barriers to their learning or wellbeing. Well-established routines for learning begin in the early years. In class, teachers adapt learning to enable pupils with special educational needs and/or disabilities to access the same learning as their peers. Pupils receive the same high levels of care in the new additionally resourced provision for those with moderate learning difficulties. Pupils behave well and contribute to the school's calm, purposeful and respectful culture. Bullying is rare. If it occurs, staff deal with it effectively.

The school provides numerous opportunities to broaden and extend pupils' learning. For example, pupils take part in art exhibitions, sporting competitions, musical performances and pupil parliament. They can choose from clubs such as Mandarin, gardening, musical theatre or chess. This rich offering helps to foster pupils' talents and interests, as well as enhance their learning. Pupils learn to be resilient, confident and compassionate individuals, while also aiming high.

Next steps

- Leaders need to more precisely measure and evaluate the impact of actions taken to improve attendance, ensuring that effective strategies can be identified and sustained.
 - The recording of positive handling incidents and the timeliness of communication with parents and carers need to be more rigorous and consistent.
 - Leaders should refine their work on improving pupils' writing by ensuring that expectations are consistently high across the curriculum with a particular focus on spelling, punctuation and grammar.
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About this inspection

The chair of the board of governors in this school is Priya Patel.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, senior leaders, a representative from the local authority, staff, parents and pupils during the inspection.

Inspectors confirmed the following Information about the school:

The school includes provision for pupils with moderate learning difficulties in their ARMS unit. This opened in February 2024. All pupils in the unit have an education health and care

plan (EHCP).

The school currently makes use of 1 alternative provision, in the form of a tuition service.

The school has undergone a significant change since the last inspection. The school has a new headteacher and chair of governors. The school also has opened their nursery to take children from the age of 3 in September 2025, and the ARMS unit for pupils with moderate learning difficulties in 2024.

Headteacher : Elaine D'Souza

Lead inspector:

Sarah Saunders, His Majesty's Inspector

Team inspectors:

Nell Nicholson, Ofsted Inspector

Rob Fenton, Ofsted Inspector

Curtis Sweetingham, Ofsted Inspector

Seamus Gibbons, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

676

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

780

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.12%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.55%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.76%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	61%	Above
2024/25 (final)	88%	62%	Above
2023/24 (final)	85%	61%	Above
2022/23 (final)	83%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	74%	Above
2024/25 (final)	92%	75%	Above
2023/24 (final)	87%	74%	Above
2022/23 (final)	90%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	72%	Above
2024/25 (final)	90%	72%	Above
2023/24 (final)	90%	72%	Above
2022/23 (final)	86%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	97%	73%	Above
2024/25 (final)	96%	74%	Above
2023/24 (final)	98%	73%	Above
2022/23 (final)	97%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	46%	Above
2024/25 (final)	83%	47%	Above
2023/24 (final)	68%	46%	Above
2022/23 (final)	40%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	62%	Above
2024/25 (final)	87%	63%	Above
2023/24 (final)	79%	62%	Above
2022/23 (final)	60%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	59%	Above
2024/25 (final)	83%	59%	Above
2023/24 (final)	79%	58%	Above
2022/23 (final)	47%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	60%	Above
2024/25 (final)	91%	61%	Above
2023/24 (final)	89%	59%	Above
2022/23 (final)	87%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	-1 pp
2024/25 (final)	83%	69%	13 pp
2023/24 (final)	68%	67%	1 pp
2022/23 (final)	40%	66%	-26 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-2 pp
2024/25 (final)	87%	81%	6 pp
2023/24 (final)	79%	80%	-1 pp
2022/23 (final)	60%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	78%	-6 pp
2024/25 (final)	83%	78%	4 pp
2023/24 (final)	79%	78%	1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	47%	77%	-31 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	89%	80%	10 pp
2024/25 (final)	91%	81%	11 pp
2023/24 (final)	89%	79%	10 pp
2022/23 (final)	87%	79%	7 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	5.9%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.3%	13.0%	Close to average
2023/24 (3 term)	12.5%	14.6%	Close to average
2022/23 (3 term)	16.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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