

# Stanton Primary School

**Address:** Woodland Road, Stanton, Burton-on-Trent, Staffordshire, DE15 9TJ

**Unique reference number (URN):** 112637

## Inspection report: 28 April 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.

## Expected standard

### Attendance and behaviour

Expected standard 

Leaders have high expectations for pupils' attendance. They promote the importance of regular attendance with pupils and parents and carers. Pupils' attendance is typically at least in line with the national average or better over time. This applies equally to all groups of pupils, including the most vulnerable. Leaders carefully identify pupils who do not attend as regularly as they should and step in quickly to provide appropriate support.

Behaviour around school is calm and purposeful. In lessons, pupils generally show positive attitudes to learning. At social times, pupils understand the routines and follow expectations. Leaders have ensured that rules are fair and accessible for all pupils. Pupils appreciate the activities available to them in the playground, including the quieter spaces. Leaders promote a culture of respect in which any instances of bullying or discrimination are swiftly addressed. On occasion, some pupils with special educational needs and/or disabilities struggle to control their emotions. When this happens, staff confidently adapt the school's behaviour policy to allow for pupils' needs. Staff are well supported by leaders to manage pupils' behaviour effectively.

### Early years

Expected standard 

Leaders recognise the importance of the early years. The curriculum has been carefully designed to provide the essential knowledge and skills needed for children to be ready for Year 1. Leaders have ensured that the curriculum is well taught. By the end of the Reception year, children achieve a good level of development that prepares them well for the next steps in their education.

Staff promote children's early language development effectively. This can be seen in the positive relationships between staff and children, in their questioning and conversation. Children enjoy listening to stories and the many opportunities to explore books in the class reading areas. Staff ensure that phonics is taught systematically and well, right from the start.

Warm, supportive relationships promote children's wider personal development and their wellbeing. Children are well cared for. The outdoor spaces around the school enhance children's social, emotional and physical development well. Children behave well, following familiar routines with increasing confidence and independence. Children with special educational needs and/or disabilities, and others who experience barriers to learning receive well-considered support.

The school fosters positive partnerships with parents and carers and a range of external services, in the best interests of children.

### Inclusion

Expected standard 

Leaders know their pupils well. This enables them to identify the challenges faced by some pupils that can affect their learning and wellbeing. Leaders have secure oversight of key

pupil groups on the school such as those eligible for the pupil premium funding, those with special educational needs and/or disabilities and those known (or previously known) to children's social care. Leaders and staff share a united ambition for all pupils to achieve their potential, regardless of any disadvantage. They have established well-designed systems to identify, assess and regularly review pupils' needs and barriers to learning. As a result, pupils receive the right support in class. This enables them to access the curriculum and make suitable progress.

The school uses the additional funding it receives, for example the pupil premium grant, to identify, address and support pupils to overcome barriers to learning. The school works extensively with families, professionals and a range of specialist services to ensure that pupils receive any specialist support they may require. This informs future teaching and shapes pupils' next steps in their education.

## **Personal development and wellbeing**

**Expected standard** 

Leaders provide a suitable personal development programme. The well-established curriculum covers a wide range of themes available to all pupils from Reception to Year 6. Pupils learn about healthy relationships and how to keep themselves safe, including when online. They know how to look after their physical fitness as well as their mental health and wellbeing. These aspects of learning prepare pupils well for the future.

Pupils have a developing awareness of cultural differences and the fundamental British values. The members of the elected 'pupil voice' committee make a positive contribution to the life of the school. Pupils benefit from opportunities to take on roles in school that develop their independence and responsibility, for example by acting as 'champions' in a range of areas. They are proud to be seen as role models for younger pupils by helping out at playtimes.

Pupils, including those who are disadvantaged, participate in the wide-ranging extra-curricular and enrichment programme. Clubs and visits are a regular feature of school life. Pupils enjoy plenty of opportunities to join activities that match their interest and talents such as sport, cooking and music.

Pupils speak confidently about the importance of treating everyone equally. Through the school's 'PRIDE' values, leaders have established a culture in which pupils treat each other with kindness and respect. The school is continuing to grow in size. It has a higher than average number of pupils who join the school from elsewhere, at different points in the year. New families are made welcome. Pupils know that it is important to treat everyone equally and fairly.

Leaders and staff know the pupils very well. They provide well-considered pastoral support for any pupils who may be experiencing problems. Pupils spoke about having trusted adults who will help them if they have any worries.

---

## Needs attention

### Achievement

Needs attention 

Over time, some pupils do not achieve as well as they should in reading, writing and mathematics. This is reflected in pupils' achievement in national tests at the end of Year 6, and in the Year 1 phonics screening check, which are typically below the national averages. This means that pupils are not as well prepared for the next stage in their education as they might be.

Pupils with special educational needs and/or disabilities, and others who face barriers to learning, generally progress well from their starting points. This is due to the well-considered support provided for their needs.

Within the wider curriculum, pupils do not consistently secure the important knowledge and skills they need. This is reflected in the quality of their written work. They find it difficult to talk about what they have learned. Leaders have rightly taken steps to address this to improve pupils' achievement. These actions are in the early stages.

### Curriculum and teaching

Needs attention 

Leaders have provided a broad and balanced curriculum across all subjects. The curriculum is carefully designed to ensure that pupils develop secure knowledge and skills that build on what they already know. Leaders are ambitious for the curriculum to be well taught, however there are inconsistencies in how effectively this takes place across the school. On occasion, staff do not check how well pupils understand what they are learning in lessons. Sometimes, activities lack clear purpose, or lessons move on too quickly. This means that some pupils lose focus and do not learn as well as they should.

The teaching of early reading is inconsistent. Leaders prioritise the teaching of reading for younger pupils. Well-trained staff provide daily phonics sessions that enable pupils in Years 1 and 2 to develop well as confident readers. However, older pupils who still struggle to read are not provided with the same systematic approach as younger pupils. This hinders some pupils' progress in learning to read.

Leaders have not ensured that pupils secure the essential basic knowledge and skills in reading, writing, handwriting and mathematics. The impact of leaders' ongoing work to improve the teaching in these areas is not fully realised.

### Leadership and governance

Needs attention 

Leaders know their school well. They understand the challenges arising from the school's rapid growth in pupil numbers. Leaders generally take appropriate action to steer necessary improvement, however their actions have been too slow to take effect. Recent changes in leadership have resulted in improved oversight of the school's provision. These improvements are in the early stages. The impact on the school's provision is not fully realised in some respects, such as in raising standards of achievement and ensuring greater consistency in teaching.

Governors fulfil their statutory responsibilities, for example in relation to safeguarding and for pupils with special educational needs and/or disabilities. They monitor the impact of the pupil premium funding. Members of the governing body understand their broad roles, however they do not hold leaders to account for the school's performance rigorously enough. They are not as actively involved in supporting leaders to set the school's key priorities as they might be. Governors do not have a secure overview of how well pupils achieve, or systematically check how well the school is performing.

Staff value the training they receive. They consider that they are well supported by school leaders and that their workload and wellbeing are thoughtfully considered.

Some parents and carers are unhappy with aspects of the school. Leaders and governors recognise that they need to take action to develop open, constructive relationships with all groups of parents.

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

This school has a warm and welcoming ethos. Pupils attend regularly and arrive each day ready to learn. Pupils are proud of the positive contributions they can make to their school community. Pupils are polite and courteous. They demonstrate the school's 'PRIDE' values well. Pupils value the kind and caring approach of staff. The school is a safe place for pupils to learn and develop. Pupils have trusted adults who will listen and help if pupils have any worries, for example about friendships or bullying. This helps them to develop well and thrive.

Pupils generally behave well in lessons and around school. Playtimes are busy, energetic social times. Pupils benefit from the well-equipped, attractive outdoor spaces that promote their fitness and wellbeing very well. Pupils are proud to help each other as 'active champions', 'mental health champions' and the 'pupil voice' school council. This helps them to develop qualities of independence and kindness.

The school provides a thoughtfully planned programme of activities, trips and visitors to enrich pupils' experiences. These opportunities serve to broaden pupils' awareness of the world beyond their locality.

Pupils enjoy their learning. Disadvantaged pupils and those with special educational needs and/or disabilities receive support in lessons that helps them to overcome barriers to learning. These pupils generally make progress from their starting points. However, by the end of Year 6, pupils overall do not achieve as well as they should in reading, writing and mathematics. There are some inconsistencies in teaching that hinder how well some pupils achieve. Leaders have not responded quickly enough to the school's changing context over recent years. This has had an impact on pupils' achievement.

---

## Next steps

- Leaders should take action to improve achievement in reading, writing and mathematics to be at least in line with national averages by the end of Year 6.
  - Leaders should ensure that pupils of all ages who are at the early stages of learning to read receive regular, systematic phonics teaching.
  - Leaders should ensure that the well-planned curriculum is taught consistently well in all subjects and year groups, so that pupils secure the essential knowledge and skills they need for their next steps.
  - Leaders, including those with responsibility for governance, should ensure that they have an accurate view of the areas of the school that need to improve, in order to enhance the support and challenge that they provide to leaders.
- 

## About this inspection

The chair of the board of governors in this school is Chelsie Adderley.

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 HMIs.

Inspectors spoke with the headteacher and other senior leaders, members of the governing body and a representative of the local authority. Inspectors spoke with pupils, staff, parents and carers.

The school currently uses no alternative provision.

The school has undergone significant change since the last inspection. Recently, pupil numbers overall and the proportions of disadvantaged pupils and of those with special educational needs and/or disabilities have significantly increased. There have been changes in the senior leadership and governance. The chair of governors is new to the role.

Headteacher: Carla Norris

---

### Lead inspector:

Christine Watkins, His Majesty's Inspector

### Team inspectors:

Janis Warren, Ofsted Inspector

Lisa Turner-Rowe, Ofsted Inspector

# Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

## School and pupil context

### Total pupils

**186**

Below 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

**210**

Below 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)

**32.80%**

Close to average

### What does this mean?

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

National average: 26.3%

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

**2.69%**

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**

**10.75%**

Below average

### **What does this mean?**

The proportion of pupils with reported special educational support needs 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)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 42%         | 61%              | Below                          |
| <b>2024/25 (final)</b>       | 43%         | 62%              | Below                          |
| <b>2023/24 (final)</b>       | 48%         | 61%              | Below                          |
| <b>2022/23 (final)</b>       | 33%         | 60%              | Below                          |

### **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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 60%         | 74%              | Below                          |
| <b>2024/25 (final)</b>       | 61%         | 75%              | Below                          |
| <b>2023/24 (final)</b>       | 65%         | 74%              | Below                          |
| <b>2022/23 (final)</b>       | 52%         | 73%              | Below                          |

### **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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 64%         | 72%              | Below                          |
| <b>2024/25 (final)</b>       | 70%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 61%         | 72%              | Below                          |
| <b>2022/23 (final)</b>       | 62%         | 71%              | Below                          |

**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 | 64%         | 73%              | Below                          |
| 2024/25 (final)       | 61%         | 74%              | Below                          |
| 2023/24 (final)       | 65%         | 73%              | Below                          |
| 2022/23 (final)       | 67%         | 73%              | Close to average               |

**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 | 55%         | 46%              | Above                          |
| 2024/25 (final)       | 50%         | 47%              | Close to average               |
| 2023/24 (final)       | 60%         | 46%              | Above                          |
| 2022/23 (final)       | S           | 44%              | S                              |

**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 | 64%         | 62%              | Close to average               |
| 2024/25 (final)       | 63%         | 63%              | Close to average               |
| 2023/24 (final)       | 70%         | 62%              | Close to average               |
| 2022/23 (final)       | S           | 60%              | S                              |

### 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 | 73%         | 59%              | Above                          |
| 2024/25 (final)       | 63%         | 59%              | Close to average               |
| 2023/24 (final)       | 80%         | 58%              | Above                          |
| 2022/23 (final)       | S           | 58%              | S                              |

### 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 | 64%         | 60%              | Close to average               |
| 2024/25 (final)       | 50%         | 61%              | Close to average               |
| 2023/24 (final)       | 70%         | 59%              | Close to average               |
| 2022/23 (final)       | S           | 59%              | S                              |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## 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 | 55%         | 68%                              | -13 pp                  |
| 2024/25 (final)       | 50%         | 69%                              | -19 pp                  |
| 2023/24 (final)       | 60%         | 67%                              | -7 pp                   |
| 2022/23 (final)       | S           | 66%                              | S                       |

### 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 | 64%         | 80%                              | -16 pp                  |
| 2024/25 (final)       | 63%         | 81%                              | -18 pp                  |
| 2023/24 (final)       | 70%         | 80%                              | -10 pp                  |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | S           | 78%                              | S                       |

### 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 | 73%         | 78%                              | -5 pp                   |
| 2024/25 (final)       | 63%         | 78%                              | -16 pp                  |
| 2023/24 (final)       | 80%         | 78%                              | 2 pp                    |
| 2022/23 (final)       | S           | 77%                              | S                       |

### 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 | 64%         | 80%                              | -16 pp                  |
| 2024/25 (final)       | 50%         | 81%                              | -31 pp                  |
| 2023/24 (final)       | 70%         | 79%                              | -9 pp                   |
| 2022/23 (final)       | S           | 79%                              | S                       |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

## 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) | 4.7%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 5.7%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 5.0%        | 5.9%             | Below                          |

### 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) | 10.8%       | 13.0%            | Close to average               |
| 2023/24 (3 term) | 16.8%       | 14.6%            | Close to average               |
| 2022/23 (3 term) | 10.4%       | 16.2%            | Below                          |

## 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.

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](mailto: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](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)  
© Crown copyright 2026



