

# Inspection of Stannington Infant School

Stannington Road, Sheffield, South Yorkshire S6 6AN

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Inspection dates: 13 and 14 December 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Sarah Binns. This school is part of Peak Edge Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jim Dugmore, and overseen by a board of trustees, chaired by Dave Cates.

Ofsted has not previously inspected Stannington Infant School under section 5 of the Education Act 2005. However, Ofsted previously judged Stannington Infant School to be outstanding before it opened as an academy.

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

Stannington Infant School provides pupils with an exceptional education. The school has the highest expectations of what pupils can achieve and these expectations are realised. Pupils are extremely well prepared for the next stage of their education. Adults form strong and nurturing relationships with pupils. Pupils feel happy and safe in school.

Pupils' behaviour in lessons and around school is impeccable. They show high levels of motivation and enthusiasm for school. Pupils appear joyful as they move from one part of school to another. The youngest children respond well to high expectations and clear routines. Pupils are highly respectful of each other. They listen to, consider and respond to, the views of others.

Older pupils have plentiful opportunities to take on leadership roles in school. They respond to these with maturity and responsibility. For example, the Healthy Minds Champions apply for their roles and give a presentation to the whole school in assembly. They are role models for being welcoming, supportive and friendly. Pupils in the Eco Club are proud of the impact they have on the local environment through planting trees. They understand and demonstrate a commitment to sustainability.

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

The school has developed and introduced a broad and highly ambitious curriculum. Leaders base their thinking on the latest educational research. The important knowledge and vocabulary that pupils need to learn has been carefully mapped and follows a clear sequence from Reception to Year 2. For example, pupils develop and build their skills in sewing each year through topics relating to puppets. The school is expert at identifying the needs of pupils with special educational needs and/or disabilities (SEND). This ensures that pupils with SEND access the same ambitious curriculum as their peers. Pupils with SEND receive high-quality support from well-trained staff. Teachers make adaptations to the curriculum for pupils with SEND. All pupils, including those with SEND, produce high-quality work and achieve well.

Leaders and teachers have excellent subject knowledge. They plan interesting and relevant learning. In subjects such as geography and science, pupils learn what it means to be geographers or scientists through fieldwork and scientific experiments. Children in early years have many opportunities to develop their early mathematical knowledge and vocabulary. Teachers regularly check that pupils are remembering what they are learning. This assessment is used well to quickly identify any gaps in pupils' knowledge. Where gaps are identified, pupils receive highly focused and bespoke interventions to address those gaps.

Reading is a high priority. Books are celebrated and pupils develop a love of reading. High-quality texts are used to enrich the curriculum. Phonics is taught consistently well by expert teachers. Pupils become successful readers. Any pupils who are at risk of falling behind receive extra phonics sessions to help them keep up.

Children in the Reception class get off to a flying start. The school works closely with parents to ensure children settle quickly. The curriculum in the early years provides children with an excellent preparation for their next stages. Adults skilfully support children to develop their vocabulary and communication skills. Children cooperate with each other. They show resilience and perseverance. Learning activities are regularly reviewed and adapted to meet the needs of children. For example, a range of different materials is provided for children to manipulate in the construction area.

Pupils, including children in the early years, demonstrate real enthusiasm for learning. This means they rarely need reminding of how to behave. On the rare occasions where the school's behaviour policy needs to be applied, it is done so consistently and fairly.

The school's personal development offer is exceptional. All pupils have the opportunity to engage in rich learning opportunities in the school grounds. This includes caring for the school's bees. Pupils learn to live healthy lifestyles and to have healthy relationships. They learn how to keep themselves safe, including when using technology. Pupils are respectful and inclusive. When asked what would happen if a refugee came to their school, they said they would be kind, look after them and make friends with them.

Leaders, including governors and trustees, are relentless in their commitment to the pupils and community. They are constantly seeking better ways for pupils to meet the high aspirations of leaders. Staff report that they are valued members of a supportive team. Leaders invest in their ongoing training and development. Staff are overwhelmingly positive about the support they receive from leaders to manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 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>	146510
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10255638
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	180
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dave Cates
<b>Headteacher</b>	Sarah Binns
<b>Website</b>	<a href="http://www.stanningtoninfants.co.uk">www.stanningtoninfants.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Peak Edge Multi-Academy Trust.
- The school runs a breakfast club and an after-school club for pupils.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement 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 inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and design technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers,

spoke with some pupils about their learning and looked at samples of their work. The lead inspector listened to a sample of pupils read to a familiar adult.

- Inspectors met with the headteacher and other members of the leadership team. The lead inspector also met with governors and representatives of the trust.
- 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.
- Inspectors spoke with parents. Account was taken of the responses to the online questionnaire, Ofsted Parent View. Inspectors also spoke with groups of pupils and staff.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime. Inspectors scrutinised attendance records and behaviour logs.

### **Inspection team**

Dughall McCormick, lead inspector	His Majesty's Inspector
Lindsay Lomas	Ofsted Inspector

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Manchester  
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