

**This document has been archived because it is no longer current.**

## Ready from the word 'go': Stanton Bridge Primary School

---

**URN:** 103653

**Region:** West Midlands

**Remit:** Schools

### Provider background

[Stanton Bridge Primary School](#) is located near the centre of Coventry. It serves one of the most socially deprived areas in England. Half of its pupils are eligible for free school meals. Almost 90% are from minority ethnic groups. A high proportion speaks English as an additional language. The school's population is much less stable than most schools, with movement in and out of the school well above national levels. The numbers of disabled pupils and those with special educational needs are average.

### Brief description

The swift progress that children make in their first years at Stanton Bridge Primary School provides a real foundation for future success. Outstanding attitudes towards learning are fostered and early gains are systematically built upon and strengthened, ultimately leading to attainment at the end of Year 2 and Year 6 that is above national levels. The gaps that previously existed between pupils eligible for the Pupil Premium and other pupils have been closed.

This example is part of a [set of six](#), published in conjunction with the survey report [Are you ready? Good practice in school readiness](#).

### The good practice in detail

Negotiating the transition from the Early Years Foundation Stage to Year 1 and beyond has presented challenges for many schools. Differences in philosophy,

pedagogy and assessment have too often exacerbated the situation and left children (and teaching staff) facing daunting levels of change as they move from their Reception class into Year 1. Yet some schools manage this transition exceptionally well. Stanton Bridge Primary is one of those: transition is a smooth gradient that begins when a child first enters the school and ends when they leave. Underpinning it is a structure to learning and assessment which ensures that nothing is left to chance.

## Starting well

The school knows from home visits that many children starting at the school have limited experience of play, especially when it comes to playing with toys and



equipment designed to support learning. Too often, they are used to playing on their own and find social interaction with other children and adults difficult.

Significant time is invested in modelling positive behaviours, attitudes and dispositions so that children are ready to learn. Teachers show children how to play together, and how they expect them to talk to one another very directly, with children copying and building on the examples that their teachers set. 'There is an urgency about this,' says Sofina Islam, headteacher, 'because, without these fundamental skills, the development of other skills is far too slow and these children will remain behind their peers'.

Sofina is insistent that all staff are exemplary role models. They must, for example, consistently demonstrate correct speech articulation, positive learning behaviours and high standards of social interaction. [Inspectors saw the impact of this](#), observing pupils with 'outstanding attitudes to their learning'.

## No child left behind

At Stanton Bridge, using assessment to identify the next step on the journey is key to pupils' exceptional progress. In the Early Years Foundation Stage, every child's learning journal is a purposeful document, overseen by the Foundation Stage Manager, Razwana Hussain.



The school's 'urgency' is clearly visible:

- Staff do not waste time waiting for learning journals to be reviewed on a pre-determined cycle. They are frequently added to by teachers, teaching assistants and parents and carers, reviewed and discussed very regularly (often daily) by staff and used to plan the immediate next steps for individual children.
- Where staff see children forging ahead, more challenging activities are provided, often during the lesson.
- Where children find a concept or skill difficult, extra support is provided the next day and until the child has grasped it.

Partnerships between teaching assistants and teachers are key to maximising the use of assessment information, specifically to monitor learning. For example, at any one time one of the team in a Reception class will have a more flexible role than the other two, allowing them to assess, monitor, prompt, intervene, support or challenge where necessary.

The school shares information about children's progress with parents and carers. Staff share very precise information and outcomes, avoiding bland and generic statements. The school encourages parents and carers to be an integral part of the process. Indeed, success is contagious, and Razwana has seen a huge rise in parental engagement as achievement has risen throughout the school. Almost all parents and carers want to be part of the story: they don't want their child to be left behind.

## Managing talent



Educators are ever on the lookout for a formula that will accelerate learning. Sofina's formula is simple: 'Our teachers need to be experts in what they do.' Her use of the word 'teacher' includes every member of staff involved in the education of the children.

She prioritises professional development, allocating significant amounts of funding

to it, so that teachers and teaching assistants can quickly improve. Sofina is always on the look-out for talent within the staff, regardless of experience. She looks for the personal qualities that will lend themselves to particular roles and guides staff towards them, providing role models and support to help individuals grow in their expertise. External courses are used, but this is only part of the larger picture. In-house training of staff at all levels mean that key messages are learnt together. One

outcome of this is the common language of expectation and urgency that staff use when talking about their work. This is not contrived language of acronyms and jargon; it is a simple lexicon of words such as 'challenge', 'basic skills', 'highest quality' and 'impact'. Inspectors highlighted the impact of school's 'well developed culture of expecting the best from pupils' on outcomes.

## Other good practice examples in this set

Ann Tayler Children's Centre Nursery  
Little Stars Childcare Centre  
Mayflower Primary School  
St Mary's Church of England Voluntary Controlled Primary School  
Stanton Bridge Primary School  
The Village Nursery

The good practice case studies that Ofsted publishes highlight specific examples of practice that providers of education, learning and children's services have used to achieve successful outcomes.

For education, the case studies do not recommend a single particular approach to teaching and learning. Ofsted has no preferred lesson structure or teaching style. We showcase and share a wide range of approaches that providers have found work well for them in achieving good outcomes for children, young people and learners.

Are you thinking of putting these ideas into practice; or already doing something similar that could help other providers; or just interested? We'd welcome your views and ideas. Get in touch [here](#).

To view other good practice examples, go to:  
[www.ofsted.gov.uk/resources/goodpractice](http://www.ofsted.gov.uk/resources/goodpractice).

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).