

Stanton Road Primary School

Address: Stanton Road, Bebington, Wirral, Merseyside, CH63 3HW

Unique reference number (URN): 143504

Inspection report: 27 January 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

Achievement

Expected standard 

Pupils leaving this school usually achieve outcomes in national tests similar to those seen nationally. Occasionally, the attainment of disadvantaged pupils varies from year to year, and in some subjects. Even so, pupils, including disadvantaged pupils, continue to achieve outcomes close to their peers nationally. In the phonics screening check in Year 1, and the multiplication tables check in Year 4, pupils often outperform national standards.

Across the whole curriculum, pupils typically build their skills securely and recall previous learning. This helps to prepare them well for the next stage of their education. Work in pupils' books and in lessons shows that current learning is stronger than some recent test results suggest. Leaders are refining the curriculum in key stage 2 to enable more pupils to achieve the higher standards in reading, writing and mathematics.

Attendance and behaviour

Expected standard 

Pupils attend school regularly. Over time, pupils' attendance has remained close to the national average. Leaders monitor attendance carefully and take swift, effective action when concerns arise. For example, when the attendance of disadvantaged pupils dipped, the school introduced a 'VIP breakfast club' to help these pupils settle smoothly into the school day. This supportive approach has already had a positive impact. Persistent absence is reducing over time for most pupils, including those who may face additional challenges. The school's focused work ensures that all pupils are encouraged and supported to maintain strong attendance throughout the year.

The school offers a calm, orderly environment in which pupils feel safe and ready to learn. Staff apply the behaviour policy consistently and promote positive behaviour through clear expectations and a well-used rewards system. From the early years onwards, children learn routines that help them to concentrate and show respect to adults and peers. Pupils listen attentively in lessons and take care not to distract others. Pupils understand different types of bullying and know it is wrong. They know how to report any concerns to staff, although incidents of unkind behaviour remain very rare. Leaders and staff model high standards, creating a culture where discriminatory language is not tolerated.

Curriculum and teaching

Expected standard 

Leaders understand clearly how well the curriculum is working across the school. The curriculum is ambitious for every pupil. It is organised in a way that helps pupils build their knowledge step by step. Leaders have thought carefully about how to teach pupils in mixed-age classes to make sure the curriculum meets their needs.

Teachers benefit from professional learning which strengthens their subject knowledge. In reading, teachers model phonics sounds clearly. They check on pupils' ability to read new words so they can spot anyone who needs extra help. In mathematics, teachers use practical resources and examples to help pupils understand new ideas. Leaders place a strong focus on helping pupils develop secure skills in reading, writing and number. This

work has been especially successful in key stage 1. In key stage 2, leaders are continuing to adapt and refine the curriculum so that pupils who have gaps in their learning can catch up quickly.

Teachers help pupils to develop a wide vocabulary by introducing new words clearly and revisiting them often. They make suitable adjustments so that all pupils, including those who are disadvantaged or have additional needs, can take part in lessons and learn well. Teachers check pupils' understanding regularly, which usually helps them to correct any misconceptions before moving on.

Early years

Expected standard 

Children in the early years get a positive and secure start to school life. Leaders adeptly understand the needs of the children who attend the school.

Provision for 2- and 3-year-olds is purposeful and effective. This helps children to make a strong start to their education. Staff make sure children are safe and well cared for. The curriculum is thoughtfully planned and taught well. This enables most children to achieve in line with national expectations by the end of the Reception Year.

Reading and language are highly prioritised. Books, stories and poems are celebrated daily. Staff interact warmly with children, using high-quality conversations to strengthen children's language skills. Children experience rich vocabulary that develops their communication and language skills. By the end of Reception, children typically have secure phonics knowledge. This helps them start Year 1 confidently, with the skills they need to read and write effectively.

Regular staff training supports consistent teaching approaches. Children's personal, social and emotional development is a particular strength. Children are encouraged to make friends, cooperate and develop the skills that will help them to learn when they move up to key stage 1. Leaders also work closely with parents and carers to ensure a smooth, positive transition into school.

Inclusion

Expected standard 

Leaders have a secure understanding of the barriers that pupils may face. Leaders make timely decisions to help pupils get what they need, including for pupils who attend the specially resourced provision for pupils with special educational needs and/or disabilities (SEND). They work collaboratively to ensure that pupils' needs are very often met. Where needed, the school draws effectively on advice from external agencies. Staff are well supported through purposeful training. This strengthens their capacity to meet the needs of pupils with SEND and those with other vulnerabilities. Pupils' barriers to learning are reduced well through timely support, appropriate resources or the changes teachers make in their teaching.

Leaders collect a wide range of information about the progress that vulnerable groups of pupils make across the school. This helps them to assess the impact of any support on pupils' progress. Leaders recognise the need for refinement to enable more precise identification of next steps for pupils and a clearer view of the progress they make over time.

Additional funding is used thoughtfully by leaders. It supports pupils' pastoral care and learning effectively. This helps pupils to feel ready to learn and to make progress. Leaders check that this funding is making a difference and adjust provision swiftly when needed.

Leadership and governance

Expected standard 

The school's leaders understand the strengths of the school and know where improvement is still needed. They use this understanding to plan the right actions. These actions are making a difference for pupils, including disadvantaged pupils and those with pupils with special educational needs and/or disabilities. Leaders make decisions that put pupils' needs first, and they think carefully about how different groups are supported so that everyone has the chance to do well.

Leaders, governors and the trust share a clear vision for the school. They foster a strong sense of community and a collaborative approach to the school's work. Staff know what is expected of them and follow strong routines that help pupils feel safe and ready to learn. The school's professional learning programme is well planned, including for teachers at the beginning of their career. This helps staff to continually improve their practice. Leaders also take account of staff's wellbeing and workload. For example, they use meeting time sensibly so that teachers can focus on what matters most for pupils.

Governors and trustees understand the school's priorities and meet their statutory duties effectively. They know the school well, ask challenging questions and support leaders to keep improving. They also check that the needs of different groups of pupils are met and that decisions are made fairly and responsibly. Governance and trust leadership work closely with the school to provide the right balance of support and challenge. This helps keep the school improving and ensures that pupils benefit from a stable, caring and ambitious environment.

Personal development and wellbeing

Expected standard 

Pupils benefit from a well-designed personal development programme that helps them grow into confident, responsible young people. They benefit from many opportunities to develop socially and culturally. Pupils learn about fundamental British values, including democracy and the rule of law. For example, pupils vote for their school ambassadors. Most pupils understand these ideas well. Pupils also take on a wide range of leadership roles which help them to develop responsibility and teamwork. For example, travel ambassadors help to keep everyone safe when crossing the road outside the school.

There are lots of clubs and activities for pupils to enjoy. They learn musical instruments or join groups such as gardening, choir or coding. Leaders work hard to make sure every pupil can take part. Educational visits also strengthen pupils' understanding of the curriculum. A visit to the International Slavery Museum helps pupils to deepen their understanding of mutual respect and tolerance. Pupils study a range of religions found in wider British society. This learning is supported through visits to different religious buildings.

Relationships and sex education is taught in an age-appropriate way. Pupils learn what healthy and unhealthy relationships look like. They also learn how to recognise risks and stay safe online. Pupils learn how to look after their physical and mental health. Cultural

experiences, such as music and sports events, are carefully planned to enrich pupils' learning. Pupils take part in local events, including the multi-academy trust talent show, and visit art galleries and museums to explore a wide range of artwork.

Pastoral care is a real strength of the school. Staff know pupils well and make sure any extra support is given quickly and thoughtfully. Overall, the school prepares pupils very well for their next steps by helping them build confidence, resilience and a strong sense of their community.

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

Pupils enjoy coming to Stanton Road. They are proud of their school and attend regularly. Staff greet pupils warmly each morning. This sets a positive tone for the day and builds a strong sense of belonging. Throughout the school, adults form genuine, caring relationships with pupils. Pupils trust staff to look after them. They feel confident about who to approach if they need help. Staff provide tailored support for pupils with additional vulnerabilities, including those in the specially resourced provision for pupils with special educational needs and/or disabilities. This equips pupils with practical ways to express their concerns and seek help when needed.

Pupils show a real thirst for learning. They engage enthusiastically with new topics. Pupils talk positively about their work and recall prior learning with confidence. They show secure understanding of what they learn over time. As a result, pupils make good progress, achieve well and are fully prepared for what comes next. Staff work proactively to remove barriers to learning so that every pupil can access the intended curriculum.

Across the school, pupils behave well. They follow familiar routines and expectations. This helps to create a calm, purposeful atmosphere for learning. Pupils respond eagerly to the school's rewards. For example, they take pride in earning tokens for their house teams. Bullying is rare. Nevertheless, leaders analyse any incidents closely and act swiftly and effectively. Pupils treat one another, staff and visitors with respect. They support their classmates with learning and take pride in their school. They live out the school's values of collaboration, expression, citizenship and inspiration. Playtimes are happy and harmonious, with pupils showing genuine care for each other. Pupils enjoy rich opportunities that prepare them for life in modern Britain. They contribute to their community through local litter picking and charity fundraising. This helps them to build strong social and communication skills with a wide range of peers.

Next steps

- Leaders should refine their use of information about the performance of different vulnerable groups of pupils so that staff set pertinent targets which improve the progress of these groups of pupils further.

- Leaders should embed their refinements to the key stage 2 curriculum to ensure that vulnerable groups of pupils achieve highly, particularly in reading, writing and mathematics.
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About this inspection

This school is part of Oak Trees Multi 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, Tony Lacey, and overseen by a board of trustees, chaired by Jane Owens, MBE.

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

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

Inspectors spoke with the headteacher and other senior leaders during the inspection. The lead inspector met with the trustees and members of the local governing board. An inspector also spoke with a representative of the local authority. Inspectors spoke with pupils, staff and parents and carers.

The inspectors confirmed the following information about the school:

The school includes specially resourced provision for 24 pupils with social and communication needs across both key stage 1 and key stage 2.

The school does not make use of any alternative provision.

The school also, under the same registration, runs provision for 2- and 3-year-old children.

A new headteacher has been appointed since the previous inspection.

Headteacher: Susannah McShane

Lead inspector:

Stuart Perkins, His Majesty's Inspector

Team inspectors:

Nicky Parkinson, Ofsted Inspector

Jeanette Westhead, 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 27 January 2026

School and pupil context

Total pupils

291

Close to 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

322

Close to 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)

19.08%

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

6.19%

Above 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

15.81%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well below 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)

ASD - Autistic Spectrum Disorder

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	57%	61%	Close to average
2024/25 (revised)	52%	62%	Below
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	53%	60%	Close to average

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	72%	74%	Close to average
2024/25 (revised)	66%	75%	Below
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	73%	73%	Close to average

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	70%	72%	Close to average
2024/25 (revised)	74%	72%	Close to average
2023/24 (final)	78%	72%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	58%	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	79%	73%	Close to average
2024/25 (revised)	76%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	84%	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	44%	46%	Close to average
2024/25 (revised)	36%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	44%	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	63%	62%	Close to average
2024/25 (revised)	55%	63%	Close to average
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	63%	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	56%	59%	Close to average
2024/25 (revised)	55%	59%	Close to average
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	50%	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	56%	60%	Close to average
2024/25 (revised)	45%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	69%	59%	Close to average

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	44%	68%	-24 pp
2024/25 (revised)	36%	69%	-33 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	44%	66%	-23 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	63%	80%	-16 pp
2024/25 (revised)	55%	81%	-26 pp
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	63%	78%	-16 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	56%	78%	-22 pp
2024/25 (revised)	55%	78%	-24 pp
2023/24 (final)	64%	78%	-13 pp
2022/23 (final)	50%	77%	-27 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	56%	80%	-24 pp
2024/25 (revised)	45%	81%	-35 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	69%	79%	-10 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 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	Close to average

Year	This school	National average	Compared with national average
2022/23 (3 term)	5.8%	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 (2 term)	11.3%	13.3%	Close to average
2023/24 (3 term)	13.2%	14.6%	Close to average
2022/23 (3 term)	16.0%	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.

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