

Stanbridge Primary School

Address: Stanbridge Road, Downend, Bristol, BS16 6AL

Unique reference number (URN): 149947

Inspection report: 6 May 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 ●

Early years

Strong standard ●

Children in the early years have a highly positive start to school. Staff welcome children and their families into the school community through events such as 'stay and play'. This helps children to become familiar with school routines and to settle in. Children have wide-ranging opportunities to develop skills and character through play. For example, through imaginative play, children learn to navigate relationships positively. Staff model and support communication effectively so that children learn to express their needs clearly. As a result of the high-quality education and care they receive, children are happy and secure.

The curriculum has been skilfully constructed to help children develop a secure knowledge of the world. Children quickly learn to read well. They enjoy stories and rhymes which ignite their imaginations. Teachers ensure that children have the skills needed to form letters and spell accurately. Many children apply these skills extremely well and produce writing of a very high quality. Overall, children are very well prepared for key stage 1.

Staff are highly skilled at identifying the needs of children, including any special educational needs and/or disabilities. Staff build positive relationships with families so that together they can plan appropriate provision for each child. Staff closely check any support to ensure it is adjusted if needed. Children with barriers to their learning or wellbeing make rapid and sustained progress from their starting points.

Expected standard ●

Achievement

Expected standard ●

Older pupils have had less time to benefit from improvements to the curriculum. This is evident in lower outcomes for some in the key stage 2 national tests in 2025. However, published information shows that, typically, pupils' achievement is broadly in line with national averages. Leaders' work means that pupils achieve well. For example, the achievement of younger pupils in the multiplication and phonics checks is notably higher. Typically, children in the Reception class reach a good level of development.

Leaders focus on identifying and addressing pupils' individual barriers to learning. This leads to better achievement for disadvantaged pupils and those who have special educational needs and/or disabilities, who generally make positive progress from their starting points.

The school has prioritised securing foundational knowledge in English and mathematics so pupils learn successfully. For example, pupils quickly learn to form letters and write legibly. Pupils are typically well prepared for their next steps in education.

Attendance and behaviour

Expected standard ●

Leaders set high expectations for attendance from the Reception class onwards. Across all year groups most pupils attend well. Pupils arrive promptly in the morning and they are keen

to start their day. School attendance overall is above the national average. Furthermore, fewer pupils are absent persistently than the national average. Attendance for a few pupils is lower than it should be. Leaders use an extensive range of support measures to help these pupils and their families. This is steadily improving the attendance of these pupils.

Pupils know how they should behave in their school because expectations are clear. The school's routines, known as 'Be Ready', are well understood by all. Pupils appreciate the rewards they receive when they demonstrate the school's values in their own behaviour and in their attitudes towards their learning. When pupils do not behave well, there are clear and fair consequences. These pupils then receive the support they need to learn from and correct their behaviour. As a result, classrooms are typically calm and pupils can focus on their learning. Pupils know that bullying and unkind behaviour is never acceptable. Leaders have ensured that pupils know how to report any concerns that they have to a trusted adult.

Curriculum and teaching

Expected standard 

Leaders have put in place a well-planned curriculum from the Reception year to Year 6. This curriculum has been carefully ordered so that pupils build on what they already know and can do. Leaders ensure that the curriculum covers a sufficiently broad range of subjects. They have high expectations for what pupils should know and do by the end of each year. Consequently, pupils typically know more and remember more over time. However, at times, teachers underestimate what pupils already understand. This sometimes delays pupils from moving onto new, more difficult concepts and deepening their learning.

Teachers have strong subject knowledge. They typically explain concepts clearly and select activities that help pupils to learn. Routines, such as 'must remembers', are helping pupils to remember their learning over time. However, on a few occasions, teachers do not identify when pupils do not understand something, or have developed misconceptions. This makes it more difficult to adapt teaching to address these issues, so that pupils are ready to move onto new learning.

Leaders recognise the importance of pupils having secure foundations of knowledge in English and mathematics. Reading is a particular strength of the school. Leaders have selected a wide range of books that enhance the wider curriculum and pupils' personal development. Pupils of all ages are enthused by reading.

Inclusion

Expected standard 

The school has an inclusive culture where there is a clear ambition for all pupils to achieve and thrive. Leaders' approaches for identifying any barriers to learning or wellbeing are effective. For example, staff receive training to help them identify any special educational needs and/or disabilities that pupils may have. Staff make useful adaptations to support pupils' learning. For example, pupils at the early stages of reading receive additional support with phonics. These adaptations usually help pupils to learn successfully.

The school works with other agencies, such as health care specialists, to ensure that pupils receive expert help if they need it. Families comment positively about how the school involves them in this process. Staff make sure that pupils can communicate their needs and

wants to staff and to each other. For example, pupils learn sign language so that everyone can take part in games and play together.

In the past, some disadvantaged pupils did not receive the effective support that they needed. Leaders now use additional funding, such as the pupil premium, to support disadvantaged pupils effectively. This is typically leading to more effective support for the attendance, behaviour, wellbeing and learning of this group of pupils.

Leadership and governance

Expected standard 

School and trust leaders have pupils' best interests at the centre of the decisions they make. The school culture is inclusive and ambitious for all pupils. Leaders have an accurate understanding of the school's strengths and areas for improvement. Subject and phase leaders are clear about their roles and responsibilities. There is a focus on continuing to make improvements, so that the standard of education across all phases is as consistently strong as it is in the early years.

Trust and school leaders provide a range of useful professional development opportunities for staff. For example, staff have opportunities to share best practice in the teaching of writing. Staff receive training to improve their subject knowledge. Most staff are positive about the consideration that leaders give to their workload and wellbeing. They feel able to raise issues with leaders so that together they can find solutions to any concerns.

The trust and school governors work in partnership to provide effective support and challenge to school leaders. The trustees meet their statutory duties appropriately, such as for safeguarding and finance. Governors and leaders work positively with the community and other professionals for the benefit of pupils. They seek the views of parents, pupils and staff and take account of these when considering decisions about the school's work.

Personal development and wellbeing

Expected standard 

The pastoral support provided to pupils is a strength of the school. Leaders have prioritised developing the individual characters of pupils. For example, pupils experience memorable childhood moments alongside their formal learning. During their time at the school pupils, regardless of their individual circumstances, are able to take part in cultural activities such as theatre trips, outdoor adventures and team sports. Enrichment activities, such as crafts and music, help to develop pupils' individual talents and interests.

Leaders have put in place a suitable curriculum for personal, social, economic and health education (PSHE). This curriculum matches the age and stage of development of pupils, and takes account of their local context. Through this curriculum, pupils learn how to keep themselves safe, including online. They develop an age-appropriate understanding of relationships and consent. Leaders ensure that pupils revisit topics when necessary so that pupils learn from situations. For example, should disagreements occur, pupils revisit what they have learned about how to resolve friendship issues. Pupils typically remember what they have learned in PSHE.

Pupils learn about their own place within a diverse world. For example, they learn about different religions and consider moral dilemmas. This helps them to reflect on their own

beliefs and behaviours. The school has carefully planned the whole school assembly programme to revisit the school values and celebrate cultural diversity. Activities such as voting for class representatives bring to life British values such as democracy. Pupils enjoy taking leadership roles in the school. For instance, they act as 'Belonging Builders' and 'Class Ambassadors'. In these roles, pupils make positive contributions to their school community. For instance, they support children new to Reception class during their lunch times. All of these opportunities for personal development help to ensure that pupils are well prepared for their future adult lives.

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

Pupils enjoy attending this school. They talk frequently about the school values of aspiration, belonging, courage and creativity. They reflect on how these are important for both their own lives and how they treat others. This is preparing them well for adult life.

Pupils and staff have warm, respectful relationships with each other. Older pupils act as positive role models. Each summer the children joining the Reception class receive a personal letter from their year 6 buddy. This welcomes children into the school community.

Pupils are proud of their leadership roles. Groups, such as the values ambassadors and sports leaders, help to make the school better for everyone. The school ensures that pupils have memorable moments. These include attending camp, gardening in Stanley's Patch and meeting guest speakers.

The proportion of pupils achieving well is increasing over time. Pupils are generally well prepared for the next stage of their education. For example, pupils in the Reception class develop the independence and reading skills they need to move confidently into Year 1. Some pupils experience barriers to their learning or wellbeing, such as disadvantage or special educational needs and/or disabilities. These pupils receive suitable support to overcome these challenges successfully so that they can learn the curriculum.

Pupils feel safe. They have trusted staff that they can speak to if they have any worries. Leaders set clear expectations for pupils' behaviour. Most pupils behave well and the school is generally calm and orderly. Bullying is not tolerated. Pupils are typically confident to report concerns and know that staff will help them to resolve any issues.

Pupils enjoy their learning. They do not want to miss out on school experiences. Pupils know that regular attendance is important for their learning. Where pupils need additional support to improve their attendance, the school works effectively with their families to provide this.

Next steps

- Leaders should ensure that teachers consistently identify any misconceptions or missing knowledge that pupils may have, and address these swiftly and effectively, so that pupils have the secure knowledge that they need to move onto new learning.

- Leaders should ensure that staff design learning that builds upon what pupils already know and can do, so that their understanding of the curriculum extends and deepens.
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About this inspection

The school is part of the Leaf Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ross Newman, and overseen by a board of trustees, chaired by Margaret Simmons-Bird.

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 school and trust leaders. Inspectors also spoke with teaching staff, support staff and representatives of those responsible for governance.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Headteacher: David Payne

Lead inspector:

Sara Berry, His Majesty's Inspector

Team inspectors:

Susan Aykin, His Majesty's Inspector

Chris Hansen, Ofsted Inspector

Sophie Laing, 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 6 May 2026

School and pupil context

Total pupils

410

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

420

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)

8.78%

Well below 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

2.20%

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

7.56%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

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)

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
Latest 3 year average		61%	
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	62%	61%	Close to average

Year	This school	National average	Compared with national average
2022/23		60%	

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

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		72%	
2024/25 (final)	82%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	73%	73%	Close to average
2022/23		73%	

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		46%	
2024/25 (final)	33%	47%	Below
2023/24 (final)	57%	46%	Close to average
2022/23		44%	

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		62%	
2024/25 (final)	50%	63%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	57%	62%	Close to average
2022/23		60%	

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		59%	
2024/25 (final)	33%	59%	Below
2023/24 (final)	57%	58%	Close to average
2022/23		58%	

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		60%	
2024/25 (final)	33%	61%	Below
2023/24 (final)	57%	59%	Close to average
2022/23		59%	

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		68%	
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	57%	67%	-10 pp
2022/23		66%	

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		80%	
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	57%	80%	-23 pp
2022/23		78%	

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		78%	
2024/25 (final)	33%	78%	-45 pp
2023/24 (final)	57%	78%	-20 pp
2022/23		77%	

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		80%	
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	57%	79%	-22 pp
2022/23		79%	

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)	4.3%	5.2%	Below
2023/24 (3 term)	5.0%	5.5%	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)	9.3%	13.0%	Below
2023/24 (3 term)	9.9%	14.6%	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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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