

# Inspection of Staniland Academy

Peck Avenue, Boston, Lincolnshire PE21 8DF

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Inspection dates:	7 and 8 May 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early Years	<b>Outstanding</b>
Previous inspection grade	Outstanding

The headteacher of this school is Rachel Bailey. This school is part of the Voyage Education Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Emma Hadley, and overseen by a board of trustees, chaired by Christopher Penney.

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

Pupils and staff are proud to be part of this welcoming school. Staff know the pupils and their families incredibly well and have positive and warm relationships with them. Most pupils agree that they feel safe in school. Pupils, parents and carers know that staff will listen if they have a problem or a worry and will help them.

The school has high expectations of behaviour. Pupils rise to the challenge and behave very well. They demonstrate a deep understanding of respect. This was particularly evident during the VE celebration assembly, where pupils were highly respectful, and their behaviour was exceptional.

The school has high ambition for what pupils can achieve. It works extremely hard to help pupils overcome barriers and ensure that all pupils have opportunities to succeed. Disadvantaged pupils and those who speak English as an additional language are supported very well to access learning with their peers effectively. Pupils produce work to a high standard.

Children get off to an exceptional start in early years. They demonstrate highly positive attitudes to their learning.

Parents are positive about the school. Typical comments to inspectors included, 'The school always has my child's best interests at heart.'

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

The school is passionate about ensuring that all pupils become confident and enthusiastic readers. It wants all pupils to develop a deep love of reading. Pupils enjoy the daily story times with their teachers. Children begin learning to read as soon as they start in the Reception Year. The school makes sure that all staff are experts in teaching phonics. Staff ensure that pupils have ample practice when they learn new sounds so they can apply these to their reading. They effectively check how well pupils are learning. If pupils fall behind, staff ensure that they are supported well to catch up and become fluent readers.

The school has created an ambitious curriculum. It is clear what pupils need to learn and in what order. The knowledge is clearly defined, allowing teachers to create successful learning sequences. In many subjects, teachers revisit learning with pupils and remind them of what they have learned before. Pupils are familiar with retrieving prior learning and making connections. They are able to practise effectively what they have learned. In these subjects, pupils talk about their knowledge securely, demonstrating a depth of understanding. However, in a few subjects, staff do not revisit and consolidate prior learning effectively enough. As a result, pupils do not demonstrate the same level of understanding.

Pupils demonstrate positive attitudes to learning. They focus and contribute well during lessons. The school's provision to support those who are disadvantaged is highly effective. The school swiftly identifies the needs of pupils with special educational needs and/or

disabilities (SEND). Staff adapt learning through a range of effective strategies. Consequently, pupils with SEND achieve well.

The school promotes pupils' personal development very well. It responds proactively to contextual challenges and adapts the curriculum as necessary. For example, pupils learn about healthy relationships and demonstrate a clear understanding of what this looks like when using social platforms. Pupils understand the importance of looking after their body and mind. Children in the early years fully engage in the 'teeth cleaning' session after lunch. Pupils develop a strong understanding of fundamental British values, diversity and equality. They learn about religions and views that are different from their own. However, pupils cannot recall some of this learning and do not demonstrate a deep enough understanding of different religions.

The school has high expectations for pupils to attend school every day, and many pupils do. Systems in place to improve attendance are having a positive impact.

Children thrive in the early years. The curriculum is detailed but has the flexibility to meet the changing needs and interests of children. Teachers provide high-quality learning environments which entice children to explore and be creative. Children are highly motivated to learn. They are extremely independent. They put their learning into practice, for example when building a wormery. Staff are highly skilled at developing children's language and communication. Activities are inviting and ensure that children learn the intended curriculum. As a result, children are deeply engaged in their learning and are well prepared for the learning in key stage 1.

Leaders, including the trustees, know the school well. They share the same determination to ensure that pupils thrive in all areas of school life. Trustees have developed effective processes to evaluate the school's work. They know what is successful and what needs to improve. Staff respect the consideration given to their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some foundation subjects, staff do not revise and consolidate the most important prior learning effectively. As a result, some pupils do not remember crucial curriculum content well enough. The school should ensure that its approach to retaining the important knowledge in foundation subjects is such that pupils understand and remember key learning securely over time.
- The school has not ensured that pupils have opportunities to learn about different faiths in sufficient depth. As a result, pupils do not have the knowledge they need to engage effectively in this aspect of life in modern Britain. The school should ensure

that pupils have opportunities to develop a greater understanding of world religions.

## 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 special educational needs and/or disabilities (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>	138752
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10347542
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	504
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christopher Penney
<b>CEO of the trust</b>	Emma Hadley
<b>Headteacher</b>	Rachel Bailey
<b>Website</b>	<a href="http://www.stanilandacademy.net">www.stanilandacademy.net</a>
<b>Dates of previous inspection</b>	19 and 20 June 2013, under section 5 of the Education Act 2005.

## Information about this school

- Staniland Academy converted to be an academy school in October 2012.
- The school does not make use of any alternative provision.
- There is a before- and after-school club managed by the school.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the special educational needs coordinator and the leader for the early years.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, history and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector met with members of the board of trustees, including the chair. The lead inspector also met with the chief education officer and school improvement lead for the trust.
- Inspectors took account of the responses to the Ofsted Parent View, including free-text responses, and Ofsted's survey for school staff.
- Inspectors spoke informally with parents outside the school.
- An inspector visited the breakfast club that pupils attend.
- To evaluate the effectiveness of safeguarding, 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 considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime. They scrutinised the school's records for attendance and behaviour.

## **Inspection team**

Donna Chambers, lead inspector

His Majesty's Inspector

Tom Hawkins

Ofsted Inspector

George Huthart

Ofsted Inspector

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