

Stanborough Primary School

Independent school standard inspection report

DfE registration number	919/6261
Unique Reference Number (URN)	135596
Inspection number	388148
Inspection dates	10–11 January 2012
Reporting inspector	Susan Lewis

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/publications/090070.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090070

© Crown copyright 2012



Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Stanborough primary school is located on the outskirts of Watford in Hertfordshire and is one of a group of schools run by the British Union Conference of Seventh Day Adventists. The school is on the same site as a sister secondary school and an international residential school and shares some of its maintenance and teaching staff with these schools. It opened the primary department of an all age school in 1919 but was registered as a separate school in 2008. The school manages a breakfast club 'Early Birds' and an after-school club for its pupils, which was also inspected.

Pupils come from a range of ethnic backgrounds, the largest groups being Black Caribbean, Black African or mixed European heritages. Nine pupils are learning to speak English as an additional language.

The school was last inspected in 2007 by the Independent Schools Inspectorate (ISI) when it was part of the all-age provision with the secondary school, although it functioned separately. There are currently 131 pupils at the school, aged between three and 11 years, including 11 who attend part-time in the Nursery. Of these, 33 children receive government funding. There are no pupils with a statement of special educational needs. The school's vision is 'Leading Learning – Achieving Excellence God's Way', providing an education that is underpinned by Christian values that suitably challenges each child and helps 'each child realise his/her God-given potential.' This is the school's first inspection by Ofsted.

Evaluation of the school

The school provides a good quality of education and meets its aims successfully. The overall effectiveness of the Early Years Foundation Stage is satisfactory; while children's progress is good in the Nursery, it is satisfactory in Reception. From Key Stage 1 onwards, the great majority of pupils make good progress. Pupils' spiritual, moral, social and cultural development is outstanding and their behaviour is good; pupils' personal development is underpinned by an ethos of respect, care and concern for each individual. The provision for pupils' welfare health and safety is good and safeguarding arrangements comply with all requirements. The school meets all but three of the regulations.

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

Quality of education

The curriculum is good. It has a strong emphasis on mathematics and English and all the other required areas of learning are covered well. Information and communication technology (ICT) skills are taught successfully in discrete lessons, but pupils have few opportunities in other subjects to use their ICT skills. Pupils particularly enjoy lessons in science, art, music and design and technology where they have good opportunities for practical work and to find things out for themselves. The school is currently reviewing its curriculum to introduce even more creative experiences and links between subjects to strengthen learning even more. Visits, theme days and clubs, such as the journalism club, enrich the curriculum well and are hugely valued by pupils. Effective use is made of the school grounds and local environment to support pupils' learning in physical education and to carry out practical tasks in subjects such as geography and environmental science. There is a well developed programme of personal, social and health education (PSHE) and of religious education which strongly contribute to pupils' excellent personal development and social awareness.

The curriculum for the youngest children is satisfactory overall. It is good in the Nursery where the learning is carefully planned to ensure that children have the right balance of activities in all six areas of learning. However, the Reception class curriculum, though satisfactory, is not as tightly organised around the areas of learning and some opportunities are lost for self-directed play, exploration and outdoor learning. While children enjoy their time in the after-school and Early Bird clubs and have an appropriate range of activities available, the planning does not make it clear how such activities link to the Early Years Foundation Stage curriculum.

The quality of teaching and assessment is good overall with some outstanding practice in supporting pupils' spiritual, moral and social development. As a result, the progress of the great majority of pupils' is good.

From Year 1 onwards, good and sometimes exceptional progress is made by pupils in reading and mathematics because these are systematically taught and skills very carefully built up and checked on. By the time they leave, pupils' consistently exceed expectations and their targets. As a result of the good teaching, pupils have a good understanding of scientific principles, particularly enjoying the opportunities given for practical work and the science club that gives them more opportunity to experiment further. In the Early Years Foundation Stage, good practice is found in the Nursery where the opportunities provided by teachers ensure that pupils make good and sometimes better progress in their communication and early literacy skills, as well as in the other areas of learning. However, progress in the Reception class is satisfactory because the balance between adult and child-led activities is not as good as in Nursery and there are fewer opportunities for experiences in knowledge and understanding of the world and creative development. The leadership and management of the Early Years Foundation Stage is satisfactory. The school has identified these variations in outcomes and provision in the Early Years Foundation Stage but has only recently begun to address and monitor these.

Assessment arrangements from Key Stage 1 are good with pupils' progress carefully recorded, shared with pupils and monitored appropriately over time. The information is well used by teachers to inform their teaching. In the Early Years Foundation Stage, appropriate records are kept in both Nursery and Reception with good use being made of more detailed assessments to inform planning and next steps in the different areas of learning in the Nursery. Planning is adequate but less tailored to these in Reception.

The school is particularly successful in supporting the progress of pupils who have English as an additional language, through teachers' skills in promoting pupils' speaking and listening and their self-confidence. Pupils with a disability and those with special educational needs are also well supported and achieve well from their starting points. This is because of the good individual support they receive and the determination of all staff that they will be fully included.

Spiritual, moral, social and cultural development of pupils

Provision for pupils' spiritual, moral, social and cultural development is outstanding. It is underpinned by the strong personal, social, health and citizenship programme and the school's Christian ethos. Pupils have very strongly developed moral code and a keen sense of fairness and of right and wrong. They take responsibility for their learning and for their actions. They value all opportunities they have to contribute to the life of the school and their community and are very keen to have even more. The youngest children in Nursery and Reception have small jobs to do and they very much appreciate this.

Behaviour is good overall and particularly strong in the classroom. Pupils enjoy school and their behaviour in lessons is excellent, contributing to the good learning, as they take up every opportunity to be involved with enthusiasm. It is good in the playground and around the school. Lessons take place within an atmosphere of great mutual respect between staff and pupils and pupils themselves; many instances of pupils caring for, and helping each other were seen. Excellent opportunities for working in groups and with partners develop their social and team work skills extremely well.

Pupils, including the children in Nursery and Reception, have a very developed sense of social responsibility. This is clearly seen in their tolerance and of, concern for others, and in the ways in which they express concern about the environment or events in other countries. Pupils have a good understanding of different cultures because of well-planned assemblies and work in subjects such as English, geography, music and PSHE. Activities linked to personal and social development in the Early Years Foundation Stage strongly support and develop children's tolerance and interest well.

Welfare, health and safety of pupils

Pupils' welfare, health, and safety is good. All the necessary policies and procedures are in place and staff understand these very well. They are regularly reviewed. The

safeguarding policy is good and provides clear guidance for staff on how to deal with child protection issues. Staff, including the designated person for child protection, are suitably trained. There are also six staff that are trained in first aid, including two trained in paediatric care in the Early Years Foundation Stage, where the welfare needs of the children are well met.

Pupils have a good understanding of how to keep themselves safe and live healthy life styles. They and their parents are confident in the school's ability to keep them safe. Sound risk assessments are in place throughout the school, including those for fire, visits and specific activities organised in school. The school does not, however, have a disability access plan in line with the requirements of the Equality Act 2010.

The school works well with specialists such as the local authority 'early years' team and speech and language therapists when pupils have particular educational, social and dietary needs. The school implements their recommendations well.

Suitability of staff, supply staff and proprietors

All the necessary checks are carried out and recorded appropriately in the school's single central register.

Premises and accommodation at the school

All the regulations except one are met. The accommodation enables effective learning in a safe, secure environment. The school building is bright and inviting with interesting displays. Classrooms are large and airy and suitable for the size of groups. The playground is secure and well supervised. The Nursery and Reception classes have good outdoor learning spaces, although these can only be used when the weather is good. There are sufficient washrooms and toilet facilities. However, the school does not have appropriate medical facilities for pupils who are ill.

Provision of information

Most of the required information is provided, or made available, to parents, carers and others and is clear and up to date. However, there is no contact information for the chair of governors and for the proprietorial body.

Reports to parents and carers about pupils' progress are informative and make clear how well they are doing in all subjects. Parents of the youngest pupils feel particularly well informed about their child's progress and next steps.

Manner in which complaints are to be handled

The school's policy and practice for handling complaints meets all the regulations.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- ensure that there appropriate facilities for pupils who are ill, in accordance with regulation 5 of the Education (School Premises) Regulations 1999 (paragraph 23(k)).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- where the proprietor is a body of persons, ensure information is provided to parents, prospective parents and other relevant persons about the address and telephone number of its registered or principal office
- where there is a board of governors, provide to parents, prospective parents and other relevant persons, the name and address for correspondence of its chairperson (paragraph 24(1)(a)).

In order to comply with the requirements of the Equality Act 2010, the school should devise a three-year accessibility plan.⁴

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- improve the use of ICT across the full range of subjects
- review the organisation and monitoring of the learning opportunities in Early Years Foundation Stage and in particular in the Reception class so that there is a better balance of child- and adult-led learning and that all areas of learning are systematically planned for and available in both indoor and outdoor learning environments
- ensure that the planning of activities in the Early Birds and the after-school clubs is firmly linked to the Early Years Foundation Stage areas of learning.

³ www.legislation.gov.uk/ukxi/2010/1997/contents/made.

⁴ www.legislation.gov.uk/ukpga/2010/15/contents.

Inspection judgements

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
--	--	---	--	--

School details

School status	Independent		
Type of school	Primary		
Date school opened	2008		
Age range of pupils	3 to 11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 63	Girls: 57	Total: 120
Number on roll (part-time pupils)	Boys: 5	Girls: 6	Total: 11
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£5,106 to £5,301		
Address of school	Appletree Walk, Watford, Hertfordshire, WD25 0DQ		
Telephone number	01923 673291		
Email address	khanson@stanboroughprimary.org.uk		
Headteacher	Kathleen Hanson		
Proprietor	British Union Conference of Seventh Day Adventists		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

12 January 2012

Dear Pupils



Inspection of Stanborough Primary School, Hertfordshire, WD25 0DQ

Thank you so much for making me feel so welcome when I visited your school recently. I did so enjoy visiting it. I was pleased to see how well you behave in lessons and how polite you are to both visitors and each other. You told me how well you thought you were doing in subjects like mathematics and reading and that you would like even more opportunities to be involved in improving the school. It was good to see your keenness to learn.

These are some of the things I found out about your school:

- it is a good school and you make good and sometimes even better progress, especially in your mathematics and reading
- the teaching is good and helps you learn most when teachers give you lots of opportunities to be involved in lessons
- the school takes good care of you and keeps you safe
- those of you who do not speak English when you come to the school make really good progress in your English.

There are some things that I have asked the school to do to make its work even better:

- make the teaching and learning even more interesting by using computers in all subjects
- reorganise the way in which the reception class learn so that they have more chances to try out different things in the classroom and the outdoor play area
- improve the planning of activities in the Early Birds and the after-school clubs
- make sure there is a special room or area available for you if you are ill
- provide some additional information about how parents and carers can contact the chair of governors.

You can help too by continuing to attend everyday and behave so well.

Yours sincerely

Susan Lewis

Lead inspector