

Stanwell Fields C of E Primary School

Clare Road, Stanwell, Middlesex, TW19 7DB

Inspection dates 28–29 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Pupils do not make the progress that they should in English, especially reading.
- By the end of Year 6, the levels that pupils reach in reading and writing are much lower than those in mathematics.
- The gap in attainment between pupils supported through the pupil premium and others was too wide in 2013 in reading, writing and mathematics.
- The teaching of phonics (the sounds that letters make) is not taught consistently well enough throughout the school; reading is not given a high enough priority in the school.
- Teachers do not set work that is sufficiently challenging, especially for the most able.
- Pupils are not given enough opportunities to write at length and extend their writing skills in other subjects.
- Marking is inconsistent and pupils do not get enough opportunities in lessons to respond to the guidance given by their teachers.
- Some teachers do not regularly check the progress that pupils are making during lessons, resulting in gaps in their understanding and pupils not fully engaging in the learning.
- In lessons that do not fully engage pupils, their behaviour disrupts the learning for others and rates of progress slow.
- The role of subject leaders has not developed quickly enough for them to have sufficient impact on improving standards.
- The governing body recognises that since the previous inspection pupils' achievement has not been good enough and they need to challenge senior leaders and make them fully accountable for raising standards at the school.

The school has the following strengths

- Standards in mathematics are improving rapidly and it is promoted well in the school.
- Recent improvements in provision in the Early Years Foundation Stage mean that more children are making at least good progress in their first year at school.
- Attendance has improved since the previous inspection and pupils enjoy coming to school.
- The determined head teacher and other senior leaders give clear direction to the work of the school and standards of education are beginning to improve.

Information about this inspection

- The inspectors observed teaching in all classes and some intervention groups. They visited 27 full or part lessons and observed pupils' behaviour in the playground and around school. Sixteen observations were made jointly with the headteacher and deputy headteacher.
- The inspectors observed many aspects of the school's work, including plans for its future development, the school's arrangements for keeping pupils safe, pupils' attendance records, records of the school's own monitoring of teaching and records relating to pupils' progress
- Meetings were held with key leaders and four members of the school's governing body. The lead inspector met with a representative of the local authority and a representative of the diocese.
- The inspection team talked to pupils about their learning experiences, looked at work in pupils' books and listened to pupils read from year 2, 4 and 6.
- Account was taken of the 25 responses to the online questionnaire (Parent View), spoke with parents at the beginning of the school day and analysed 46 staff questionnaires.

Inspection team

Gianni Bianchi, Lead inspector

Additional Inspector

Lynne Thorogood

Additional Inspector

Ken Bryan

Additional Inspector

Full report

Information about this school

- The school is a larger than averaged-sized primary school. There is a nursery, three Reception classes and two classes in each of the other year groups
- The proportion of disabled pupils and those with special educational needs supported through school action, school action plus or have a statement of special educational needs is below that seen nationally.
- The proportion of pupils who come from minority ethnic backgrounds is above that seen nationally as is the proportion who speaks English as an additional language.
- The number of pupils eligible for the pupil premium funding is above the national average. The pupil premium provides additional funding for children in the care of the local authority, children of parents serving in the armed forces and pupils eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or outstanding by:
 - making sure work is sufficiently challenging in all subjects, especially for the most able pupils
 - giving pupils opportunities in lessons to respond to the their teachers' marking
 - teachers routinely checking the progress that pupils are making during lessons and correcting any mistakes so that they do not become disengaged from their learning
 - teaching pupils the skills to make the correct choices in lessons about their behaviour and understand the consequences of their actions.
- Raise achievement in reading and writing by:
 - giving reading a higher priority and providing a wider range of reading materials for pupils to choose from thereby fully developing their love of reading
 - ensuring the quality of phonics teaching is consistently good across the school to support better rates of progress in both reading and writing
 - making sure that teachers plan opportunities for pupils to write at length and extend their writing skills across a range of subjects.
- Improve leadership and management by:
 - developing the roles of subject leaders so that they can monitor and evaluate their subjects and accelerate rates of progress for all pupils
 - making sure the governing body fully challenge the senior leaders of the school to ensure rapid improvements in the quality of teaching, pupils' behaviour and achievement
 - ensuring the gaps in attainment in English and mathematics for pupils supported through the pupil premium are rapidly closed.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement, including that of pupils eligible for the pupil premium funding is not good. Year 6 national tests have shown that the levels pupils reach in reading has remained below the national average for the past three years; writing has remained broadly average.
- In the past, the progress that pupils in Years 1 to 6 made in reading, writing and mathematics has been below that expected for their age. The 2013 end-of-Year 6 tests show pupils made better progress in mathematics but not in reading which remains below the national average, or writing which remains average.
- The proportion of pupils reaching the expected level in the Year 1 phonics check is well below the national average. The teaching of phonics is better in the Reception and Year 1 classes than in other year groups and leaders know that consistent teaching of phonics throughout the school is a priority in order to ensure pupils have the skills to read and write with confidence.
- Reading is not given a high enough priority throughout the school. Older pupils struggle to read difficult words and there are not enough opportunities for pupils to read a wider variety of reading materials and enrich their enjoyment of reading.
- Year 6 pupils eligible for the pupil premium funding did not do as well as other pupils in 2013. Results show they were about 16 months behind their class mates in English and mathematics. Early identification of needs and provision of additional support teachers means that current pupils are making faster rates of progress and attaining levels closer to their peers. However, this has not yet had time to show in the end of Year 6 test results.
- Children enter the school with skills and knowledge well below those typical for their age. Provision in the Reception classes is good and together with an enriched outside environment, children make good progress in their early, reading writing, and number skills.
- Recent improvements in the quality of teaching, particularly in mathematics, and the school's information on achievement show that current pupils are making faster rates of progress than those in the past. Current Year 6 pupils have made good progress from their starting points at the end of Key Stage 1 and are working at levels above those expected nationally in all subjects.
- In Years 1 to 6, the progress of disabled pupils and those with special educational needs is closely monitored and shows that most now make good progress. Teaching assistants provide good support and skilfully question pupils to help them think through their learning and gain confidence.
- Since the previous inspection and the appointment of a new headteacher, teachers are becoming more accountable for the progress pupils make. This ensures that everyone has an equal chance of success and is preparing them for secondary education. This includes pupils from minority ethnic backgrounds and those who speak English as an additional language.

The quality of teaching

requires improvement

- Not enough of the quality of teaching is consistently good or better. Where teaching requires improvement it is usually because pupils, particularly the most able, are not being challenged in lessons to extend their understanding of the skills being taught.
- Too often teachers set pupils a task and do not regularly check the progress that they are making. As a result, pupils misunderstand the work, gaps in their understanding are not being addressed quickly enough and progress slows.
- The work in pupils' books shows very little evidence of pupils being given opportunities to write at length or apply their writing skills in other subjects. Work in topic books and some religious education books was sparse or unfinished and often pupils would complete the same worksheet. This frustrates the most able pupils and slows their progress.
- The quality of marking in pupils' books is inconsistent. There is not enough evidence of pupils

being given time to respond to the advice given by their teacher and therefore fully understand how to improve. This is particularly true in writing but in some good Year 2 mathematics books, progression in learning was evident as the teacher regularly gave pupils next steps of learning in her marking and the pupils regularly responded. However, this kind of practice to accelerate pupils' progress is too uncommon in other year groups.

- In a good Year 5 mathematics lesson the teachers' high expectations of learning and good relationships meant that all pupils were on task and making good progress. One pupil, as he persevered with his challenge of finding missing co-ordinates, was proud to tell the inspector, 'I am a fan of maths'. Not enough of this kind of motivated learning was witnessed and is why teaching is not yet good.
- Most parents who responded to the online questionnaire felt that their pupils were taught well. Whilst teaching is not yet good, these views support the evidence that teaching is improving.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement because too often in lessons the work is not challenging enough and teachers' explanations are not clear. As a result, pupils do not know what to do and begin to call out or talk to each other. Consequently, progress and learning are affected.
- Most pupils are polite and well-mannered. However, some pupils find it difficult to make the correct choices during lessons and their behaviour affects the learning of others. Rigorous systems for managing behaviour are in place and records show that behaviour has improved over time. However pupils told inspectors, 'there are a few who always misbehave and spoil it for others'.
- Some parents who responded to parent view shared this view that behaviour is not good.
- The safety of pupils is good. Pupils feel safe at school and playground buddies help them play well. Pupils are aware of the different types of bullying including how to keep themselves safe on the internet. Instances of bullying and racism are rare and those that do occur are dealt with by staff. Discrimination is not tolerated in any form.
- Assemblies give pupils time for reflection and to learn about safe and unsafe situations.
- Adults provide a high level of care for the pupils and they enjoy coming to school. School leaders have ensured improvements in attendance since the previous inspection and it is currently in line with the national average.

The leadership and management

requires improvement

- The leadership and management require improvement because they have not led to consistently good teaching or achievement over time.
- Since the previous inspection, a new and ambitious headteacher has given clear direction to the school. He and other senior leaders have correctly focussed on improving the quality of teaching. Improvements in mathematics in the 2013 national tests and improvements in attendance indicate that the school has the capacity to improve.
- Equality of opportunity is promoted well but senior leaders know that more needs to be done to develop the role of subject leaders so that they help raise the achievement of all pupils, especially in reading and writing.
- The more recent introduction of rigorous systems for checking pupils' progress means that pupils, including those eligible for the pupil premium, are routinely receiving the specific support they need from teachers and teaching assistants. The quality of teaching of these support groups is good but has not yet had the time to impact on pupils' end of key stage results.
- The curriculum promotes pupils' spiritual and cultural development well. Pupils, through the topics they learn and assemblies, have opportunities to explore and appreciate different faiths

and religions in this diverse learning community. It is enriched through music, trips and the employment of a specialist art teacher. A range of extra-curricular activities, for example, journalism club, enhance pupils' enjoyment of school. However, because behaviour requires improvement, leaders know that pupils' social and moral skills need further developing.

- The sports funding is used effectively to employ coaches to teach physical education and provide professional development for staff which is currently gymnastics. Early indications are that pupils' participation in sport is increasing and the self-esteem of pupils whose circumstances make them vulnerable is improving.
- The local authority has provided a light touch support for the school. The school also receives support from the diocese and have purchased extra support to help improve outcomes for pupils.

■ **The governance of the school:**

- Governors are fully aware that standards at the school require improvement and recognise that they have not fully challenged the senior leaders rigorously enough to bring about fast enough improvements in the pupils' achievement including those supported by the pupil premium funding. They also know that they need to more closely monitor the quality of teaching in the school. Despite this, they are committed to making the school good again and have recently set very challenging performance management targets for the headteacher. They understand procedures for linking pay awards to the quality of teachers' work and have an understanding of the school's finances. Safeguarding requirements are fully met.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134731
Local authority	Surrey
Inspection number	441093

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	457
Appropriate authority	The governing body
Chair	Jacquie Banthorpe
Headteacher	Colin Franklyn
Date of previous school inspection	19–20 October 2011
Telephone number	01784 258082
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