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Colin Franklyn
Headteacher
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Dear Mr Franklyn

Requires improvement: monitoring inspection visit to Stanwell Fields CofE Primary School

Following my visit to your school on 16 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that the feedback pupils receive in all subjects focuses on how they can improve, so that it matches the quality of feedback currently given in English and mathematics
- ensure that pupils are given opportunities to respond to teachers' advice and comments so that they can improve their work
- ensure that the feedback given to teachers after lesson observations clearly evaluates the impact of teaching on the progress pupils make.

Evidence

During the visit, meetings were held with you and the deputy headteacher, the Vice Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. I also met with a representative of the Diocese of London. I evaluated a range of documentation including the school action plan, information about the monitoring of teaching and some governing body minutes. The deputy headteacher took me on a tour of the school and we made brief visits to most classes where I spoke to pupils about their work and looked at their books.

Main findings

Subject and year leaders are involved in more effective monitoring of their areas. They have developed rigorous systems for checking the quality of a range of aspects of the school, for example work in pupils' books, teachers' planning and classroom environments. These leaders are sharing good practice across the school to develop a consistent approach to improvement. Their roles and responsibilities have been clarified and their profile has been raised across the school. These leaders are 'stepping up' to the challenge that you have presented to them.

You have reviewed and rewritten the school's marking policy. This has established clear expectations for the feedback pupils receive. Work in pupils' mathematics and English books show they are frequently given specific guidance on their next steps for learning. In other subjects there are inconsistencies in the quality of this feedback as it often does not explain to pupils how they can improve their work. Additionally, opportunities for pupils to respond to this feedback are less frequent and there is inconsistency about how this is done.

Useful training has been given to teachers to enable them to introduce more challenge for pupils into their lessons. Teachers have also benefited from additional time to plan lessons and from opportunities to visit local schools to look at good practice. As a result teachers' planning shows specific activities and questioning being built into lessons to provide this additional challenge. During our visits to classes, we observed a Year 6 science lesson where some more able pupils were working on a more difficult task to measure wind speed around the school grounds.

You are using a range of evidence including work in pupils' books and visits to lessons to form an accurate view of the quality of teaching. Teachers receive clear feedback after these observations. However, there is too little evaluation in this feedback about the impact of teaching on the progress pupils make.

You have remodelled the way phonics (the sounds letters and words make) is taught so that there is a more consistent approach across the school. Useful training has

been given to teachers and teaching assistants to strengthen their skills and confidence in this area. As a result, standards in reading are improving and pupils' progress is more rapid. Members of the governing body are supporting this focus on reading by leading a project to improve the library. The library is now open more often and a wider range of reading material is available to pupils. The profile and importance of reading is being raised in a range of ways, for example through displays around the school about what types of books pupils enjoy reading.

Governors have recently undergone a review led by the local authority. There are plans to reconstitute the governing body in the coming weeks to strengthen its expertise and practice. Useful training allied with more information about how pupils are doing is enabling governors to ask more challenge questions of senior leaders. The Diocese of London has formed a Rapid Improvement Group in response to the findings of the recent inspection. This group is accountable to the governing body. Its members include a representative of the diocese, the headteacher, a representative of the local authority and the Chair of Governors. This group is providing a good level of challenge and support to senior leaders and it has made a swift and co-ordinated response to address the key areas for improvement in the school.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has a good understanding of the strengths and areas for development of the school. It has an effective working relationship with the school's senior leaders. The local authority is providing an appropriate level of challenge and support through its focused half termly leadership review meetings. Local authority advisors have given valuable support to the development of leadership across the school and to improvements in the teaching of reading.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Surrey and the Diocese of London.

Yours sincerely

Lisa Moore
Her Majesty's Inspector