

Send Church of England First School

Send Barns Lane, Send, Woking, GU23 7BS

Inspection dates 12–13 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils' achievement in reading, writing and mathematics is inadequate. Disabled pupils and those with special educational needs and those eligible for additional funding make the least amount of progress.
- There has been too much inadequate teaching due to the high level of staff turnover and a lack of clear and consistent guidance from senior leaders on how to improve. As a result, pupils do not learn as well as they should.
- Teachers do not set work at the right level for pupils or question them in a way that deepens their knowledge and understanding.
- The feedback teachers provide is not specific enough to help pupils improve their work.
- Teaching assistants are not sufficiently well trained to support pupils' learning
- Checks on pupils' progress are not sufficiently thorough or reliable to help the school set accurate targets for pupils' achievement.
- Pupils' behaviour requires improvement. Where lessons do not engage them, they become fidgety, inattentive and chatty.
- The early years provision, including its leadership, is inadequate in meeting the needs of children. Low expectations and weak provision lead to inadequate achievement.
- Leadership and management, including governance, are inadequate. Leaders have been too slow in tackling the school's weaknesses and have allowed a significant decline in its effectiveness.
- Senior and middle leaders do not have a clear view of their roles and responsibilities. Additionally, they have not received enough guidance to help them fulfil their roles, particularly in supporting and challenging their colleagues to improve the school.
- The attendance of disadvantaged pupils is not good enough.

The school has the following strengths

- Some recent improvements in teaching at Key Stage 1 are beginning to speed up pupils' progress.
- Pupils feel safe in school and are confident that adults will help them if they need it.
- The new headteacher has already begun to improve the quality of teaching and staff morale.

Information about this inspection

- The inspectors observed 23 lessons or part lessons, of which three were joint observations with senior staff.
- The inspectors held meetings with two groups of pupils, the Chair of the Governing Body and four other governors, the headteacher and other senior staff. They also met with a representative from the local authority.
- The inspectors took account of the 58 responses to the online Parent View survey. They also spoke with several parents. The inspectors took account of the 14 staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents. These included the school's own information on pupils' current progress, teachers' planning for lessons and checks on the quality of teaching and assessment, the new curriculum, behaviour and attendance records, the sports premium action plan and documents relating to safeguarding.
- The inspectors listened to pupils read in the early years and in Year 2.

Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

Peter Thrussell

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Send First School is slightly smaller than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This is additional government funding for pupils who are looked after or known to be eligible for free school meals. The school has no looked-after pupils.
- Children start in the part-time Nursery in the term of their third birthday and most transfer to the school's Reception classes in the September of the year in which they are five. There are two sessions per day five days a week. There are 54 children who attend the Nursery. Children attend the Reception classes full time.
- There have been significant, ongoing changes to staffing since the previous inspection.
- There have been three interim headteachers and two substantive headteachers appointed since the previous inspection. The most recent substantive headteacher was appointed in January 2015.
- The school federated with St Bede's Junior School in 2012 and the headteacher is executive headteacher of both schools.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - work in lessons is set at the right level so that all pupils are fully challenged
 - teachers plan effectively for reading, writing and mathematics
 - teachers' questioning extends pupils' knowledge and understanding and involves them in responding in a way that takes their learning forward
 - teachers' feedback to pupils is clear and specific and that pupils respond fully so that they are more involved in improving their own work
 - teaching assistants provide effective support and engage more positively with pupils
 - systems to check on pupils' progress are sufficiently thorough and are used by teachers to identify clear next steps for pupils' learning.
- Raise pupils' achievement in reading, writing and mathematics by ensuring that:
 - there is regular well-planned teaching of reading, and this is focused on the development of key skills that pupils can use when reading independently
 - in writing, there are clear expectations for each year group for punctuation, spelling and grammar that are thoroughly reinforced
 - phonics (letters and the sounds they make) are taught systematically, especially in the early years
 - there are more opportunities for pupils to use and apply their mathematical knowledge and skills through problem solving and investigation.
- Improve the quality of the provision in the early years so that children's needs are better met, by ensuring that:
 - planning for activities is thorough, tailored to children's needs and challenging for all
 - staff have a secure understanding of children's development and learning
 - the classrooms and outdoor areas are exciting and stimulating so that children do not wander around aimlessly but are interested and learning
 - adults' questioning and discussions with children develop their knowledge and understanding
 - staff promote children's social skills much more extensively

- Improve the effectiveness of leadership and management by ensuring that:
 - training for senior and middle leaders enables them to carry out their roles more effectively so that they bring about rapid improvement in teaching and pupils' achievement
 - senior and middle leaders develop a clear understanding of how to interpret and use information for tracking pupils' progress in order to raise pupils' achievement
 - all governors receive the necessary training to enable them to support the school fully in making rapid improvement
 - there is effective support for pupils who receive additional funding and for those who are disabled or who have special educational needs within the classroom in order to cater for their needs more fully and ensure they make rapid progress
 - there is strong, effective leadership of the early years.
- Improve behaviour by developing pupils' understanding of the importance of good behaviour wherever they are.
- Improve the attendance of disadvantaged pupils.

An external review of governance should be undertaken to show how this aspect of leadership and management 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 management may be improved.

Inspection judgements

The leadership and management are inadequate

- There has been significant turbulence in leadership and management since the previous inspection. This has resulted in inadequate leadership over time leading to a significant decline in the school's effectiveness. Teaching and pupils' achievement have suffered and are inadequate. This demonstrates the school's lack of capacity for improvement.
- Middle leaders, some of whom are new, do not have a clear understanding of the expectations of their roles and have not had the training or guidance needed to enable them to support staff effectively. Senior leaders have either been in the school for a short time or are ineffective in providing a clear leadership model for others to follow.
- There have been checks on the quality of teaching and learning in the past, some of which have given an inaccurate view of its quality. This has not helped teachers to improve their practice. Additionally, leaders have not tackled poor teaching robustly enough, so inadequate teaching has been allowed to persist.
- The school has no record of setting targets for staff's performance before October 2014. Targets have now been set for staff but as yet they have not been reviewed. Consequently, staff have not been held accountable for their performance or the achievement of the pupils in their class.
- Systems for tracking pupils' progress are not sufficiently robust or reliable. Therefore, senior and middle leaders do not have a clear understanding of how to interpret or use them in order to raise pupils' achievement. This means that there is no accurate evaluation of pupils' attainment or progress. It also means that the school does not ensure equality of opportunity, or effectively tackle discrimination.
- The school has not used the funding for disadvantaged pupils appropriately. Consequently, the school has not met their needs and the gaps in achievement between them and other pupils in the school have increased over time.
- There is a clear federation action plan that focuses on the key tasks that need to be tackled. The current headteacher is clear about the significant improvements that need to be made. She has brought a calm efficiency and an air of purposefulness to the school that has raised staff morale. She has already taken steps to improve teaching though these are yet to have a significant impact.
- The school makes effective use of the government sports funding to provide good quality sports coaches. They have extended sporting activities for pupils and supported the development of football clubs that the pupils thoroughly enjoy. There is a commitment to ensuring the sustainability of these initiatives across the federation.
- The school promotes pupils' spiritual, moral and cultural development appropriately. Pupils know right from wrong and are mainly polite and friendly. However, the school does not foster their social skills or promote good relationships well enough through learning or play.
- Activities within the curriculum are planned to ensure a broad range of experiences. However, they are not planned well enough to ensure pupils achieve well in reading, writing and mathematics. After-school clubs, visits and topic work provide enjoyment and interest. The school promotes British values well through, for example, the 'value of the month', and tolerance and respect, which are fostered through assemblies. The school prepares pupils appropriately for life in modern Britain through, for example by promoting a clear understanding of the rules for good behaviour.
- The high levels of staff turbulence have worried parents. They are rightly concerned about their children's progress, the quality of teaching and leadership. Parents spoken to during the inspection are pleased that the new headteacher is already having a positive impact on the running of the school and their children's learning.
- The local authority became very involved with the school in 2014 and has provided a good level of financial and academic support to the school since then. However, the local authority was very slow to act so that the school's decline was not halted quickly enough.
- The school's work to keep pupils and staff safe and secure is effective and meets statutory requirements.
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
 - Governance is inadequate. Governors have been ineffective in dealing with the huge turbulence caused by changes at senior leadership level. They have not always acted swiftly enough to ensure a quick resolution to leadership issues. This has allowed the school's effectiveness to deteriorate significantly over a sustained period. They have not had a clear view of the quality of teaching nor ensured that appropriate processes were in place for setting staff targets linked to pay and performance. They did not check the data on the school's performance well enough so were not fully aware of the significant decline in pupils' achievement. Very recently, there has been a restructuring of the governing body, with

many new governors, including a new Chair. A clear and specific governors' action plan is now in place to enable them to check the school's effectiveness more thoroughly. However, governors have not yet had the training they need or been willing to take on board any suggestions to help them fully support the school in making rapid improvement.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement. It is mainly good around the school and in assemblies. However, pupils are not always clear about the expectations of their behaviour so sometimes behave badly in unfamiliar situations such as when talking to adults other than school staff.
- Pupils know that there are sanctions for poor behaviour, for example, having their name put on the class rain cloud and missing their golden time. They also know that if their behaviour is particularly poor they may be sent to a senior leader. Most pupils respond positively to these deterrents.
- Pupils show limited enthusiasm for or interest in learning when the work does not engage or motivate them. Some say that they find lessons boring as they are mainly writing and doing sums. However, they like topic work and respond productively, especially in Year 2.
- Pupils are not entirely clear about what constitutes bullying but do not think it is an issue.
- Attendance is broadly in line with the national average, except for pupils who are eligible for additional funding; their attendance is below that of others in the school. The school follows up their absence in order to encourage better attendance but is not always effective due to a lack of parental engagement.
- Lunchtimes are orderly and pupils enjoy their meals.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- The school ensures all safeguarding checks have been undertaken and the school site is secure.
- Staff ensure pupils know how to use the internet safely. Learning how to keep safe is part of the activities they undertake.
- Pupils have some understanding of keeping safe through the school's regular fire drills and visits from the emergency services.
- Case studies for disadvantaged pupils show that their personal needs are well catered for through a variety of means, including the use of outside agencies.
- Parents are happy that the school keeps their children safe and are mainly positive about behaviour.

The quality of teaching

is inadequate

- Teaching is inadequate. Teaching over time has not been good enough to ensure effective learning across different subjects, particularly in reading, writing and mathematics.
- Teachers do not set work at the right level for pupils in order to ensure effective challenge for them all. This is partly due to insufficient planning but also a lack of clear understanding by teachers of what effective challenge for pupils looks like.
- Although teachers question pupils, they do not do so in a way that deepens pupils' knowledge or allows them to respond fully enough. This limits pupils' development of key ideas and problem-solving skills.
- Teachers' feedback to pupils is inadequate. It does not put enough emphasis on pupils improving their work and does not involve pupils sufficiently in doing so.
- Some teaching assistants provide sound support for disabled pupils and those with special educational needs while others are less effective, especially when they do not forge good relationships with the pupils in their care. Additionally, many do not have the skills to help pupils with new learning and teachers do not provide enough guidance to support them in their work.
- Occasionally teachers do set work at the right level for pupils and question them in a way that takes their learning on quickly. This was seen in a Year 1 mathematics lesson and a Year 2 writing lesson.
- Regular adult-led reading sessions now take place but teachers do not always support pupils well enough to ensure the development of the skills pupils need to become effective readers.
- The teaching of mathematics is hampered by teachers' low expectations and lack of rigour in planning work that builds on all pupils' previous learning. Marking is ineffective and teachers provide too few opportunities for pupils to apply their knowledge and skills to solve problems in different ways.

- In writing, teachers do not develop pupils' spelling, punctuation and grammar skills well enough and they give weak feedback to pupils that does not help them to improve their work. This slows progress.
- The teaching of phonics is not structured well enough to ensure the effective development of key skills.
- Teachers do not enable the most able pupils to make rapid progress because the work they plan is not always set at the right level for them.
- Teachers provide appropriate homework that includes regular reading at home.

The achievement of pupils

is inadequate

- Pupils' achievement in reading, writing and mathematics is inadequate given their starting points.
- The results of the Year 1 phonics screening check in 2014 were well below the national figure. This is due to poor teaching of key skills, a lack of challenge for all pupils and poor articulation of sounds by adults.
- Although progress has recently accelerated in Year 2, pupils' progress in Year 1 and across the key stage is inadequate given their starting points.
- The progress of disabled pupils and those with special educational needs is mainly inadequate. Although the inclusion manager ensures specific additional help is given to support their individual needs, the provision within classrooms is not strong enough to enable this group of pupils to achieve well.
- The most able pupils do not make enough progress. Work is not sufficiently challenging for them, and there is no specific provision or planned extension activities to challenge them. Occasional additional events, such as their involvement in the choreography of the nativity play, provide opportunities for them to extend their understanding.
- The attainment of disadvantaged pupils in Year 2 in 2014 was one and a half terms behind that of other pupils nationally in reading, writing and mathematics. Their attainment was two terms behind other pupils in the school in reading and mathematics and one term behind in writing. Their progress is inadequate. The school does not make adequate provision for their needs, either in the early years or at Key Stage 1, and gaps are widening.
- Pupils do not achieve well enough in reading, writing or mathematics because the teaching of key skills, feedback from teachers, questioning and the robustness and reliability of checks on their learning have been inadequate for some time.

The early years provision

is inadequate

- Children start in the Nursery with skills and abilities typically at or above those expected for their age. They make inadequate progress in the Nursery and Reception classes and consequently are not prepared well enough for entry to Year 1.
- The teaching of phonics is inadequate. It does not provide enough challenge for all children, nor is it well planned or resourced to ensure children learn in a way that reinforces previous learning.
- The school involves parents through, for example, home reading. However, the quality of teaching for children is inadequate. This is because it is not targeted well enough to meet the individual needs of children. Furthermore, the classrooms and outside areas in which children learn are not of sufficient quality to excite curiosity or provide opportunities for challenging learning.
- Staff questioning and discussions with the children do not develop their knowledge and understanding or stimulate children to explore ideas further in order to extend their learning.
- Children often wander around aimlessly as what is on offer does not engage or interest them. They mainly play on their own and there is limited evidence that staff work to develop children's social skills through their play or the organisation of learning activities.
- Children are not disruptive in any way. However, there is little on offer to encourage them to share, make friends or develop skills in cooperation through working together on shared tasks. Consequently, they do not develop good learning behaviours.
- The classrooms and outdoor areas provide a safe place for children to learn and children feel safe in school.
- Planning for activities that the children undertake by themselves is not tailored adequately to their needs. Often it is unclear what children are intended to learn from different activities. This severely limits their progress.
- Checks on children's learning are not based on a sound knowledge of what good learning looks like and are not robust or reliable. Consequently, it is difficult for staff to know how well children are doing or how

to plan for the next steps in their learning.

- Inadequate leadership over time and high staff turnover have led to a significant decline in early years provision since the previous inspection.

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	125285
Local authority	Surrey
Inspection number	448169

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Martin Digby
Headteacher	Susan Sayers
Date of previous school inspection	8–9 July 2010
Telephone number	01483223464
Fax number	01483223464
Email address	sendfirstschool@send.surrey.sch.uk

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