

# Stanwell Fields Church of England Primary School

Clare Road, Stanwell, Middlesex TW19 7DB

<b>Inspection dates</b>	17–18 May 2016
<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have not accelerated pupils' progress sufficiently to close the gaps in performance that exist between different groups.
- Pupils have not achieved well enough over time to fulfil their potential by the time that they leave.
- Leaders and governors have not used measurable targets and milestones effectively to ensure that improvements are strong and quick enough.
- Teaching is not securing consistently good outcomes for all groups of pupils currently in school. Too often, work is too easy or too hard. Some teachers do not adjust their lessons according to how well pupils are doing.
- Teaching assistants are not used effectively to make a big enough difference to pupils' learning.
- A significant minority of pupils and parents do not think that pupils' behaviour is good. Staff still have to spend too much time dealing with misbehaviour.
- Attendance is below the national average.
- Although the attainment of disadvantaged pupils is rising, gaps when comparing their rates of progress are not consistently closing.
- Governors do not provide leaders with enough challenge to speed up the pace of improvement.
- Leaders and governors have not secured the confidence and support of a significant minority of parents.

### The school has the following strengths

- The school is improving and standards are rising.
- The effective early years provision makes sure that children have the skills and understanding that they need to be successful in Year 1.
- Pupils' personal development is good. Most pupils have positive attitudes to learning, and behaviour is improving.
- Current pupils are making better progress in reading than those in the recent past.
- Senior leaders have secured improvements in the quality of teaching. Staff are on board and keen to improve further.
- The school promotes pupils' spiritual, moral, social and cultural development well.

## Full report

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

- Improve teaching so that it is consistently good or better across subjects by:
  - using teaching assistants effectively throughout lessons
  - checking that teaching assistants are supporting pupils' learning and not just helping them to finish a task
  - making sure that tasks are not too easy or too hard, including for the most able
  - using checks on pupils' understanding to adapt lessons in order to maximise achievement
  - ensuring that the school's feedback policy is applied consistently well by staff and has a proportionately worthwhile impact on improving pupils' outcomes
  - improving pupils' spelling
  - making sure that older pupils produce enough writing to sustain and develop their ideas
  - ensuring that pupils in key stage 1 have a secure grasp of mathematical concepts before moving on
  - sustaining the strategies to secure better progress in reading at key stage 2.
- Improve leadership and management so that they secure good or better outcomes for all groups of pupils across all subjects throughout the school by:
  - extending the school's analysis of current pupil assessment information to cover all key groups, including White British and the most-able pupils, and use this to identify and target any gaps
  - including measurable targets and milestones in the school plan wherever possible and ensuring that leaders and governors use these to check the impact of actions rigorously, including on reducing the gap between the progress and attainment of disadvantaged pupils and those of others
  - raising minimum expectations to whatever rates of progress are required to secure good or better outcomes from pupils' different starting points
  - ensuring that all leaders focus rigorously on the learning and progress of different groups when evaluating the quality of teaching
  - sustaining the actions taken to bring attendance at least in line with national averages, especially for disadvantaged pupils and pupils who have special educational needs or disability.
- Improve links and communication with parents to increase their overall satisfaction levels with the school.
- Evaluate the impact of the new behaviour policy thoroughly and further improve behaviour so that staff have to invest less time in managing inappropriate pupil behaviour.
- Ensuring that governors hold leaders stringently to account for securing quicker and more consistent improvement.

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

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

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- The rate of improvement since the previous inspection has not been fast or consistent enough to secure good teaching and outcomes for all groups of pupils.
- Leaders do not use measurable targets and milestones well enough to show whether the actions taken make enough difference. Leaders have placed too much emphasis on securing 'expected' or average progress and attainment. This is not always enough to help pupils catch up and close gaps with other pupils in school or nationally, or to make sure that the most-able pupils reach their full potential.
- Use of the pupil premium funding, for example to provide extra teaching for disadvantaged pupils individually or in small groups, is closing gaps well in some year groups but not in others. Leaders check and analyse these gaps, but do not check in a similar way how well all sizeable groups are doing, such as White British pupils or the most able.
- When evaluating the quality of teaching, not all leaders place enough emphasis on evaluating how well different groups of pupils are doing to check rigorously the impact of teaching on learning.
- Leaders have not done enough to secure the confidence and support of a significant minority of parents. Leaders and staff have tried to engage parents more in the life and work of the school in a variety of ways. This includes holding various workshops for parents, but the take-up for these has been low.
- The headteacher conveys a strong sense of moral commitment and purpose. He is very well supported by dynamic and capable deputy and assistant headteachers. There is greater leadership capacity and impact among those responsible for particular age ranges or subjects. This means that there is clear evidence that the school is improving.
- The school's stated vision, 'To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community', is evident through the successful work to promote pupils' personal, spiritual, moral, social and cultural development. Experiences both within and beyond lessons contribute well to this and leaders track these varied opportunities carefully, from trips to charitable work. The curriculum and teaching are consistent with fundamental British values and prepare pupils well for the next stage of their education and towards their future lives.
- Leaders and teachers have strengthened the curriculum in the light of new national requirements and the needs of the pupils. There are regular opportunities for pupils to use and apply their mathematical skills beyond simple calculations, for example, to problem solve. Pupils have regular opportunities to write across a range of subjects. While leaders' emphasis has been on lifting standards in English and mathematics, pupils have access to a broad range of learning experiences. Leaders know the areas that need further work, including ensuring that science learning builds progressively across the school.
- Improvements for younger pupils are already showing in a steady but sustained rising trend in outcomes at the end of key stage 1. Together with the accelerated progress made by children in the effectively led early years provision, leaders are securing firm foundations on which to build.
- Teaching is improving. Senior leaders identify strengths and weaknesses correctly when observing in class. Feedback to teachers is clear and helpful so staff know how to improve and are keen to do so. Teachers in the early stages of their career feel very well supported.
- The local authority has not challenged leaders rigorously enough to produce measurable evidence of pupils' outcomes to back up fully evaluations of how much the school has improved. Support from the local authority has helped to build the capacity of leadership within the school. The diocese knows the school well and conveys a strong sense of ambition and aspiration for the school.
- **The governance of the school**
  - Governors think that the school is better than it is and so have not challenged leaders stringently to secure a faster or more consistent rate of improvement.
  - While governors question leaders more now, they do not use performance data and other assessment information well enough to challenge leaders' reports about the quality of provision.
  - Governors are committed and keen supporters of the school. They have invested in their own training, and governance has improved since the previous inspection. Governors are not reliant solely on reports from school leaders and visit regularly to find out how things are improving for themselves. They have noted pupils' improving attitudes to learning.

- Leaders and governors have used additional sports funding thoughtfully. Provision of additional sessions with specialist sports coaches, including at lunchtimes, has proved popular with pupils. Most pupils have taken part in some form of extra-curricular activity and governors report increased participation in a range of inter-school sports. Teachers have also learned from the expertise of the sports coaches to develop their own practice.
- The arrangements for safeguarding are effective. The governing body takes an active role in discharging its responsibilities. Leaders and governors ensure that procedures are rigorous and well followed. Leaders work hard to engage other agencies or professionals to support vulnerable pupils and do not give up if they believe that more should be done. The home-school link worker builds positive links with parents to promote pupils' welfare.

## Quality of teaching, learning and assessment requires improvement

- Teaching remains too inconsistent. Consequently, gaps in pupils' learning are not closing quickly enough.
- Too regularly, work and activities are too easy or too hard for pupils, including the most able.
- Some teachers do not use the checks they make of pupils' understanding well enough to adapt lessons and promote better progress.
- Teachers often do not use the generous allocation of teaching assistants effectively for significant parts of the lesson. This is particularly the case when the teacher gathers the class together. The support of some teaching assistants is too focused on getting the task finished as opposed to developing pupils' understanding or supporting their learning. In these cases, teaching assistants do not question pupils well enough, tending to lead pupils step by step to the correct answer.
- Teachers regularly give pupils written feedback in line with the school's policy. However, some teachers are less skilled in making sure that their feedback makes enough difference, including to help disadvantaged pupils to catch up.
- A number of aspects of teaching are notably stronger than at the time of the previous inspection. Pupils' attitudes to learning have improved. The teaching of letters and the sounds that they represent (phonics) is systematic and effective. Teachers plan varied opportunities for pupils to write across a range of subjects. The quality of work in pupils' books is improving and most pupils take a pride in the presentation of their work.
- Teachers use questioning well to promote learning. Their questions are often open ended, prompting pupils, including the most able, to think carefully before answering. Teachers sometimes give precise oral feedback to pupils about their answer or insist on a better one. They encourage pupils to pick their words carefully and use a greater range of vocabulary.
- Pupils report that they enjoy working together with their peers. Teachers capitalise on this by setting regular paired tasks and discussions. This works well because pupils mostly keep to task and listen attentively to each other, which helps them to develop their own ideas.
- Teachers model tasks clearly for pupils, making their expectations clear. Work typically gets more difficult as lessons progress. Some teachers use their regular 'pit stops' well to check pupils' understanding and adjust the work accordingly to ensure that all pupils achieve well, for example, by moving on the most able more quickly.
- Pupils who have special educational needs or disability receive individual support, where appropriate, but sometimes work independently too so that they do not become over-reliant on assistance from an adult. Specialist teaching during additional sessions for individuals and small groups that need to catch up is strong.

## Personal development, behaviour and welfare

## requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The efforts of leaders and staff to improve pupils' attitudes to learning and increase respect for others are paying off. Most pupils demonstrate positive attitudes to learning. They try hard with their work and the large majority report that they enjoy school. Pupils are confident to discuss and explain their work.

- Pupils feel safe and know an adult in school that they can talk to if something is worrying them. They like the 'worry boxes' where they can post written concerns if they prefer, and report that teachers respond to these quickly. Pupils learn well how to keep themselves safe. For example, they have a good knowledge of how to stay safe online.
- Most pupils report that any bullying is infrequent and dealt with effectively by staff. Pupils can explain well the different actions taken to prevent and tackle bullying and understand the different forms that it can take. Parents' views of how well the school tackles bullying are more mixed, and a small minority of pupils still feel that more could be done. Leaders are not complacent. They log and track incidents carefully and have an accurate view of the work that still needs to be done.

## Behaviour

- The behaviour of pupils requires improvement.
- Although overall attitudes to learning are now positive, a substantial proportion of pupils still do not feel that the behaviour of others in their class is good enough often enough. Parents also express very mixed views about the quality of pupils' behaviour.
- Behaviour has improved following the introduction of a new behaviour policy this year. Procedures are clearly laid out and consistently followed. School records show that the number of incidents has reduced. Rates of fixed-term exclusions are also falling. However, the full range of inspection evidence indicates that staff still have to spend too much time managing behaviour.
- Inspectors observed no instances of disruptive behaviour in the lessons that they visited. However, a few pupils were seen losing focus or stopping work when the level of challenge or interest was not right. This slowed pupils' progress.
- Pupils' attendance has shown a steadily improving trend in recent years but remains below the national average, especially for disadvantaged pupils and pupils with special educational needs. Procedures for promoting good attendance and tackling absence are timely and robust.

## Outcomes for pupils

## require improvement

- Over time, rates of pupils' progress are not consistently good enough.
- In recent years, White British pupils have made slower progress overall across key stage 2 than others in school. They have made significantly less progress than other pupils nationally. The progress in reading across key stage 2 of Year 6 leavers has been particularly slow.
- Leaders have recently and correctly identified that in Years 1 and 2, learning in mathematics sometimes leaps between concepts too quickly, not allowing pupils to get a really secure grasp before moving on.
- The proportion of disadvantaged pupils reaching the level needed to access the secondary curriculum has shown a three-year rising trend. However, considering the amount of progress these pupils made from their varying starting points, the position is less positive and indicates that they could have done even better.
- The picture for disadvantaged pupils currently in school is similarly mixed. Some gaps have closed well and in some cases disadvantaged pupils have caught up and overtaken their peers. In other cases, particularly for the oldest pupils, gaps are not closing well enough. Occasionally they are widening.
- Standards in writing are improving more strongly lower down the school where better progress has been sustained from an earlier age. Pupils in the upper half of key stage 2 still have significant gaps in their learning and development. Their spelling is often weak. Pupils try hard to use more advanced punctuation but often use capital letters incorrectly. They do not produce enough writing to sustain and develop their ideas to the level of sophistication typical of pupils their age.
- Progress for the most-able pupils is rising. They produce a notably higher quality of work than others and are often set more complex tasks in mathematics, for example. However, a significant proportion of pupils report that they feel they could be challenged more often. The proportion of pupils reaching the higher levels at the end of key stage 1 has risen steadily since the previous inspection, but remains some way behind the national average. At key stage 2, these proportions are broadly similar to those seen nationally.

- Outcomes by the end of key stage 1 have shown a steadily improving trend. Last year's Year 2 pupils attained similar levels to other pupils nationally, preparing them much better for the key stage 2 curriculum. The most recent group of Year 6 leavers attained levels much closer to national averages, giving them a firmer grounding for their secondary education.
- The proportion of pupils meeting the expected standard in the Year 1 phonics screening check rose sharply following the previous inspection. Results have been above the national average for the last two years.
- There are clear indications that outcomes for current pupils in reading are rising. Younger pupils use their phonics skills well to tackle unfamiliar words, including those that need to catch up. The most-able pupils in Years 2 and 6 read with confidence, fluency and expression. The importance of reading has a high profile in the school. Pupils convey positive attitudes to reading, some even saying that visiting the library even more frequently is the thing that would improve the school.
- Pupils who speak English as an additional language make quicker progress than their peers. Those that join the school part-way through the school year often make especially rapid progress from lower starting points.
- The very small number of pupils identified with special educational needs or disability means that any data about their performance needs to be treated with a high degree of caution. First-hand evidence indicates that these pupils receive the support that they need to make at least similar rates of progress as their peers.

## Early years provision

is good

- Effective leadership of the early years provision has secured good outcomes for children, including the considerable number that start with a narrower range of knowledge and skills than expected for their ages.
- Children that attend the Nursery and experience two years of the early years provision flourish. Children that join in the Reception Year also get off to a good start. Consequently, the proportion that meets or exceeds the learning expected before joining Year 1 has risen above the national average.
- The spacious environments are used well to promote children's learning in many different ways. Children behave well, are keen to join in with activities and cooperate well together. This shows that they feel safe and secure in the harmonious atmosphere.
- Adults are very good at joining in with children's games and activities in order to prompt learning or increase challenge. For example, a group of Nursery children who were building brick towers soon found themselves trying to make repeated patterns using three differently coloured bricks.
- Teachers include more formal teaching sessions in Reception classes to get children ready for the Year 1 curriculum. They use the same systems as the rest of the school so that children become familiar with them and get into good habits.
- The assessments that adults make of children's learning and progress are accurate. Leaders and teachers track the progress of each child carefully from their particular starting points to make sure that they catch up if there are any gaps.
- Disadvantaged children often make quicker progress from lower starting points. The gap between them and their peers is closing. The proportion that have reached a good level of development at the end of last year was similar to other pupils nationally and in school.
- Phonics teaching meets children's needs well. The subject knowledge of both teachers and teaching assistants is strong. Children make good gains in their understanding and begin to use their newly acquired skills in their reading and writing.
- Leadership of the early years provision has benefited from links with other local schools to develop and strengthen early years practice. Staff make links with other professionals, such as the speech and language therapist, where necessary in order to support children's development.
- Leaders and staff are finding ways to encourage parents to be involved in their children's education, such as inviting parents to 'stay and play' sessions. However, leaders recognise that there is more to do to establish a strong partnership with parents that will benefit children as they move through the school.

## School details

<b>Unique reference number</b>	134731
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10009196

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	446
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jacque Banthorpe
<b>Headteacher</b>	Colin Franklyn
<b>Telephone number</b>	01784 258082
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<b>Date of previous inspection</b>	28–29 January 2014

## Information about this school

- This school is larger than most primary schools.
- The early years provision is organised into a Nursery Year and two Reception classes.
- Just over half of all pupils are of White British heritage. The rest are from a wide range of ethnic minorities. The proportion of pupils that speak English as an additional language is well above average.
- The school receives pupil premium funding for just under one third of its pupils. This is additional funding for pupils known to be eligible for free school meals or children looked after by the local authority. This proportion is much larger than the national average.
- The school has a much lower proportion of pupils who have special educational needs or disability. The proportion with a statement of special educational needs or an education, health and care plan is slightly above average.
- The school meets the government's current floor standards. These set out the minimum expectations of pupils' attainment and progress.
- The on-site breakfast and after-school provision is managed privately and was not part of this inspection.



## Information about this inspection

- The inspection team visited all classes to observe parts of lessons, look at work on display and in pupils' books over time, and talk to pupils about their learning.
- Inspectors met with pupils, staff, teachers, leaders, governors, a representative of the local authority and a representative of the diocese.
- The team also spoke informally with pupils, parents and staff as they observed different parts of the school day.
- The team took account of 27 responses to Ofsted's online questionnaire, Parent View, 188 responses from the pupil questionnaire and 40 from the staff questionnaire. They considered all of their written comments alongside other inspection evidence.
- Inspectors sampled a range of the school's documentation, including records and documents relating to safeguarding and the school's own evaluations of how well it is performing.

## Inspection team

Clive Dunn, lead inspector

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Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector



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