

Stanborough Primary School

Appletree Walk, Watford, Hertfordshire WD25 0DQ

Inspection dates

26 September 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2, 2(1), 2(1)(a)

- The independent school standard related to the quality of education was not met at the standard inspection in March 2019.
- Pupils were not being provided with sufficient opportunities to extend their knowledge and understanding in subjects other than English and mathematics. Subjects such as geography, history and science were not as well designed or planned as they should be. Subject leadership was at an early stage of development and had not had enough time to show an impact on raising pupils' achievement.
- In their action plan, leaders committed to: reviewing the curriculum (with a particular focus on geography and history); visiting other schools to research effective curriculum models; constructing, delivering and reviewing a new curriculum; and training staff to implement it effectively.
- The interim headteacher, supported well by governors and the proprietor, has made considerable inroads into addressing the weaknesses identified in the previous inspection. She has taken stock of what works well and what needs to be better. Leaders have visited other schools and sought advice that has left them well placed to bring about the necessary changes.
- Despite the action taken by the new interim headteacher, the curriculum remains underdeveloped. Too many subject plans are still in their development phase. Where this is the case, they are not precise about what teachers need to teach in order for pupils to achieve the curricular aims in each subject. The curriculum plans do not provide clear guidance for teachers and teaching assistants about how best to support high-achieving pupils.
- Several subject leaders are new to their posts. A small number have taken up their positions since the previous inspection. The interim headteacher has put in place a training plan for these leaders. Subject leaders are currently getting to grips with their roles and the new curriculum plans. It is too early to see the impact of their work in implementing the curriculum.

- This standard continues to be unmet.

Paragraph 2(2), 2(2)(d), 2(2)(d)(ii)

- In March 2019, the curriculum did not provide sufficient opportunities for pupils to know and understand about people whose personal characteristics are protected by law.
- School leaders' action plan identified that they planned to: carry out a review of the school's personal, social and health education (PSHE) programme; devise and implement a new religious education curriculum; and plan teaching and assemblies that actively promote respect relating to people whose personal characteristics are protected by law.
- Leaders have acted quickly to put in place a programme of assemblies and to review and amend the PSHE curriculum. This curriculum is underpinned by school values such as respect and acceptance. Pupils also develop an age-appropriate understanding of people whose personal characteristics are protected by law. Pupils discuss maturely why it is important to treat others as they expect to be treated themselves.
- This aspect of the standard is now met.

Paragraph 3, 3(c), 3(d), 3(h)

- At the time of the previous inspection, the requirements relating to the standard of teaching were not met because teaching over time was too varied.
- In lower key stage 2, the quality of teaching was not good enough for pupils, especially for the most able, to make the progress of which they are capable. Adults were not applying the school's behaviour policy consistently enough. Consequently, in many lessons, there was low-level disruption and pupils did not achieve enough in subjects such as science, geography and history.
- In their action plan, leaders undertook to: review the school's professional development programme for teachers; review and amend leaders' monitoring of teaching and its impact on the progress that pupils make; review classwork and homework for higher attainers specifically; and to revise the school's behaviour policy.
- Leaders have reviewed and made suitable amendments to the school's behaviour policy. The behaviour policy reflects the interim headteacher's emphasis on pupils' positive, kind and cooperative behaviours being noticed and rewarded. Pupils value the rewards. They are keen to receive a 'golden ticket' and excited to be invited to afternoon tea with the interim headteacher. Pupils explained that teachers do recognise when pupils behave well.
- Significant progress has been made in helping pupils to behave well. Adults are applying the school's policy consistently. Pupils respond quickly and appropriately to adults' requests. The impact of these improvements is seen in pupils' positive attitudes in lessons. Pupils say that behaviour has improved. Learning takes place in a positive, calm atmosphere in keeping with leaders', governors' and proprietors' expectations.
- Despite improvements in behaviour, teaching remains less effective than it needs to be in some subjects. Teaching in English and mathematics is stronger than in other subject areas. Teachers are still familiarising themselves with the new curriculum plans and how to deliver them. Teachers are not routinely providing pupils with suitably demanding activities in subjects such as science, geography and history.
- The interim headteacher accurately understands where teaching needs to improve. She

is putting appropriate support in place. This is starting to bring about improvements in teaching. The interim headteacher has planned for all teachers to have subject-specific training in the coming months. Teachers are positive about the changes being brought in by the interim headteacher.

- This standard was unmet in the standard inspection in March 2019. It was also unmet in the standard inspection in June 2017.
- Although 3(h) is now met, the standard continues to be unmet.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(b), 5(b)(vi)

- As identified in the inspection in March 2019, the curriculum did not provide sufficient opportunities for pupils to know and understand about people whose personal characteristics are protected by law.
- As identified in Part 1, leaders have acted to address this weakness. The programme of assemblies and the PSHE curriculum are providing pupils with an age-appropriate understanding of people whose personal characteristics are protected by law.
- This standard is now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- In March 2019, this standard relating to safeguarding was not met as the culture of safeguarding was poor. Staff were not clear or well informed enough about identifying a safeguarding concern or reporting it. Leaders' checks on safeguarding were not precise enough and leaders were not aware of safeguarding failings. Checks on governors and leaders were not included on the school records at the beginning of the inspection.
- In their action plan, leaders planned to: provide training for all staff; make amendments to the school's records of checks carried out on governors; reassign the responsibilities of the designated safeguarding leader (DSL); ensure that the DSL attended appropriate training; and to update governors on safeguarding legislation.
- The interim headteacher has taken actions that have instilled a strong safeguarding culture. Pupils say that they feel safe and inspection evidence confirms that they are safe.
- The interim headteacher has provided governors and staff, including the DSL, with the necessary training to enable them to fulfil their safeguarding responsibilities well. Adults know why it is important to be vigilant in carrying out their duty to safeguard pupils' well-being.
- Staff are familiar with the school's process for reporting any concern that they may have that a pupil may be at risk. Staff know the important information that they need to record on the school's referral forms. They also understand that they should not investigate any concerns themselves.
- School records are carefully maintained. They confirm that staff are applying the school's

safeguarding policy consistently. Records also indicate that leaders take appropriate action when a pupil needs extra help.

- Leaders have made sure that the record of checks carried out on leaders, managers and staff includes all of the required information.
- Governors are checking more thoroughly that the school is meeting its statutory requirements with regards to safeguarding.
- This standard is now met.

Paragraph 9, 9(b)

- This standard relating to the effective implementation of the school's behaviour policy was not met at the previous standard inspection, as adults were not applying the policy consistently. There was not a routine culture of pupils listening to each other or adults. Incidents of unkindness or falling-out were not addressed effectively.
- In addition to leaders' revision of the school's behaviour policy, the school's action plan outlined their intentions to: monitor carefully the number of incidents of unkind or unacceptable behaviour and how they are handled; review and develop the school's anti-bullying strategies; and to provide opportunities for pupils to offer their views.
- The interim headteacher has made changes to the school's anti-bullying policy. The interim headteacher has kept parents and carers updated on the changes that are being made. The interim headteacher keeps governors regularly informed of any incidents of unkind or poor behaviour and how they have been dealt with.
- Pupils, and the school's records, confirm that bullying is not a frequent occurrence at their school. Pupils enjoy positive relationships with their classmates and staff. Pupils also explained that they trusted that adults would deal with incidents of bullying or unkindness effectively. Pupils said that they know who to speak with about any concerns that they may have.
- Adults apply the school's behaviour policy consistently. Pupils behave well. They understand the importance of listening to their classmates' opinions. Inspection evidence confirms that they do so, both in their learning and while at play.
- This standard is now met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(b), 32(3), 32(3)(f)

- This standard was not met at the time of the previous inspection in March 2019 because leaders were not able to provide the number of formal complaints received over the preceding year.
- In their action plan, leaders proposed to make the number of formal complaints available. Leaders also planned to keep a register of the complaints, including the date that governors were informed.
- The interim headteacher has carried out the actions included in the school's plan. Leaders maintain a record of formal complaints. They have a formal process to keep governors informed of any complaints that are received.

- No complaints have been received in the last two years.
- This standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34, 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- This standard was not met at the time of the previous inspection as governors did not have sufficient knowledge of the independent school standards. They had not held leaders sufficiently to account for the quality of education and making the necessary improvements identified at the previous inspection. Arrangements for safeguarding were not effective. The protected characteristics, as defined by the 2010 Equality Act, were not actively promoted. The behaviour policy was not effectively implemented.
- In their action plan, leaders undertook to: review the leadership structure and redefine the responsibilities of the senior team; agree amendments to the way that governing body meetings are conducted and recorded; agree areas of responsibility for governors; develop a training plan for governors; and commission an external review of governance.
- The proprietor and governors are committed to the school, its pupils and its values. They are working towards the priorities that they outlined in their post-Ofsted action plan. The proprietor has made changes to the leadership of the school. The time and effort taken to manage these changes have contributed, in part, to a slower rate of school improvement than proprietors, governors and leaders would have liked. Several leaders are very new to their roles. They have not been in post long enough to fully demonstrate the impact of their work in fulfilling their responsibilities effectively so that the independent school standards are met.
- A new governor with experience of education has joined the governing body. Governors are accessing training so that they are better placed to hold leaders to account. Governors have taken the decision to delay the external review of governance until all governors have completed the current programme of training.
- The interim headteacher provides governors with detailed reports about the quality of education and care the school provides. Governors visit the school to check for themselves. Governors are improving their systems for reporting findings from these visits.
- Governors ask precise questions of leaders. Governors systematically review the progress being made towards the priorities outlined in the school's action plan. Governors know which standards are being met and where more work needs to be done. For example, governors correctly judge that more time is needed for the curriculum to be implemented effectively.
- Leaders have carried out the activities included in the school's action plan relating to safeguarding. Safeguarding is effective. Leaders have put in place effective systems to ensure that staff apply the school's behaviour policy consistently and well. The curriculum includes topics and activities that develop pupils' knowledge of, and respect for, people whose characteristics are protected by law.
- The interim headteacher has a clear grasp of what needs to be done. She is going about her work with well-organised enthusiasm. Staff are supportive of her and the changes that she is making. The interim headteacher has sensibly prioritised what needs to be done, with the aim of putting in place sustainable improvements in keeping with the

school's values. She is mindful of staff well-being and has put in place appropriate timescales in her action plans.

- Although improvements against some of the requirements in the paragraphs for this standard were seen, the standard remains not met.

Schedule 10 of the Equality Act 2010

- In March 2019, the requirements under schedule 10 of the Equality Act were not met. The school did not have an accessibility plan.
- Leaders have made sure that the school has an accessibility plan.
- The requirements under schedule 10 of the Equality Act are now met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

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| Unique reference number | 135596 |
| DfE registration number | 919/6261 |
| Inspection number | 10119774 |

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

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| Type of school | Other independent |
| School status | Independent school |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 98 |
| Proprietor | British Union Conference of Seventh Day Adventists |
| Chair | Pastor Ian Sweeney |
| Interim headteacher | Mrs Tiann Madden |
| Annual fees (day pupils) | £6,630 to £6,834 |
| Telephone number | 01923 673 291 |
| Website | www.stanboroughprimary.org.uk |
| Email address | info@stanboroughprimary.org.uk |
| Date of previous standard inspection | 12–14 March 2019 |

Information about this school

- Stanborough Primary School is one of a group of schools run by the British Union of Seventh Day Adventists.
- The school is on the same site as a sister secondary school and an international residential school.
- The primary school was part of an all-age school opened in 1957. The school was registered separately as a primary school in 2008.
- Pupils come from a range of backgrounds, with the largest groups being Black Caribbean,

Black African or mixed European heritages.

- The school has identified some pupils with special educational needs and/or disabilities.
- The proprietor and governing body have made alterations to the leadership of the school. Previously, there were two co-interim headteachers. There is now one interim headteacher, who took up her post in September 2019.
- The school's inspection history:
 - in July 2019, one of Her Majesty's Inspectors evaluated the school's post-Ofsted action plan and judged it to be acceptable
 - the school's previous standard inspection was conducted by Ofsted in March 2019. The school's overall effectiveness was judged to be inadequate and seven of the independent school standards were not met. These were about: the curriculum; teaching; the spiritual, moral, social and cultural development of pupils; the welfare, health and safety of pupils; the provision of information; and the leadership and management of the school. The requirements of schedule 10 of the Equality Act 2010 were not met
 - in June 2017, Ofsted conducted a standard inspection. The school's overall effectiveness was judged to require improvement. Two independent school standards were not met. These were about teaching and learning and the leadership and management of the school
 - in January 2012, Ofsted conducted a standard inspection of the school. The quality of education was judged to be good. Two independent school standards were not met, and the accessibility plan did not meet requirements. The standards not met were facilities for pupils who are ill and the information required to be available about governance
 - in 2007, the school was inspected by the Independent Schools Inspectorate, when the school was part of an all-age provision with the secondary school.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- At the standard inspection in March 2019, the school was judged to be inadequate and seven of the independent school standards were not met.
- This is the school's first progress monitoring visit since the standard inspection. The Department for Education commissioned Ofsted to conduct this progress monitoring visit at no notice.
- The inspector met with the interim headteacher, other senior leaders, teaching and non-teaching staff, governors, the proprietor and three small groups of pupils. The inspector also spoke with a governor on the telephone. The inspector spoke with pupils informally in lessons and when walking around the school.
- The inspector visited classes with the interim headteacher to observe pupils learning and to look at the work in their books. The inspector also scrutinised documents, including the school's safeguarding policy, the single central register of employment checks, the interim headteacher's monitoring of teaching and information relating to pupils' attendance and behaviour.

Inspection team

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| John Lucas, lead inspector | Her Majesty's Inspector |
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Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time; and
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their roles so that the independent school standards are met consistently; and
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

Standards that were unmet at the previous inspection but are now judged to be met at this inspection

The school now meets the following requirements of the independent school standards

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
 - 2(2)(d) personal, social, health and economic education which:
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the

school:

- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor:
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that:
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour among pupils by ensuring that:
 - 9(b) the policy is implemented effectively.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that:
 - 32(1)(b) the information specified in subparagraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate.
- 32(3) The information specified in this subparagraph is:
 - 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
 - 34(1)(c) actively promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

The requirements under schedule 10 of the Equality Act 2010 are met.

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