

Stanborough Primary School

Appletree Walk, Watford, Hertfordshire WD25 0DQ

Inspection dates

1 February 2022

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), 3, 3(c), 3(d)

- The standard inspection in March 2019 found these independent school standards to be unmet. Inspectors found that 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 less well developed. Subject leadership was at an early stage of development and had not had enough time to have a positive impact on raising pupils' achievement. The quality of teaching over time was too varied and some was not good enough. The school's behaviour policy was not applied consistently and there was low-level disruption in some classes. Pupils did not achieve well enough in some subjects.
- The proprietor wrote an action plan in response to the judgement that the school's overall effectiveness was inadequate and that there were unmet independent school standards. This action plan was evaluated by Ofsted, judged to be acceptable and accepted by the Department for Education (DfE).
- In the action plan, leaders committed to: visit other schools to find out about effective curriculum models; construct, deliver and review a new curriculum; train staff to implement the curriculum effectively; review the school's professional development programme for teachers; review and amend leaders' monitoring of teaching and its impact on the progress pupils make; review classwork and homework for high-achieving pupils specifically; and to review the school's behaviour policy.
- A progress monitoring inspection took place in September 2019. The inspection found that leaders had made considerable inroads into addressing the weaknesses identified in the previous inspection. The behaviour policy had been reviewed and amended, and staff were applying it more consistently. This had resulted in significant progress in helping pupils to behave well.
- Although there were improvements, the curriculum remained underdeveloped, with too many subjects in a developmental phase. Subject plans lacked precision about what teachers should teach in order for pupils to achieve the curricular aims in each subject.

Teaching remained less effective in subjects other than English and mathematics. These independent school standards remained unmet.

- The proprietor wrote a second action plan in response to the progress monitoring inspection's finding that these standards remained unmet. This action plan was evaluated by Ofsted, judged to be acceptable and accepted by the DfE.
- In the action plan, leaders committed to: update the school website with a new curriculum policy; invite parents and carers to a workshop about the curriculum; purchase curriculum resources and train staff in their use; provide curriculum training for staff; identify and share outstanding curriculum projects; ensure teachers provide stretch and challenge for high-achieving pupils; ensure subject planning provides clear progression; ensure staff plan and deliver challenging activities; and make sure that teachers provide appropriate support for pupils with special educational needs and/or disabilities (SEND).
- Six months after the previous progress monitoring inspection took place, the COVID-19 pandemic began and the first national restrictions were put in place. The ongoing demands of managing the pandemic have slowed the school's improvement journey. This has meant that some parts of the action plan have not been delivered as well or as fully as they might otherwise have been.
- Leaders have taken a range of effective actions since the first progress monitoring inspection. The school's curriculum policy is readily available on the school's website. Pupils are taught a broad and balanced curriculum. This has continued throughout the pandemic, with the curriculum delivered remotely where necessary.
- The curriculum is improving. In history and geography, leaders bought into a commercial scheme of work which they subsequently found did not suit the needs of the school. They have since purchased schemes of work in these subjects from a different provider. Leaders have also purchased a published scheme of work for music and science.
- These schemes of work provide a structured and systematic approach to these subjects. However, these changes are very new and the curriculum is not yet being delivered as planned throughout the school.
- The curriculum for some subjects, including art, computing, design technology, language and physical education, remains underdeveloped. Leaders have not identified the most important knowledge that pupils should learn about and remember. There remains a lack of a systematic, well-structured approach to these subjects.
- The curriculum is not being delivered effectively. Activities are not always well chosen. For example, there is an over-reliance on pupils using the internet to carry out research about topics when they do not have the skills or knowledge to do so effectively.
- In some classes, expectations of pupils, both in terms of their behaviour and what they are capable of achieving, are too low. The previous improvements in the implementation of the behaviour policy, and ensuring positive attitudes to learning, have not been sustained. This means that pupils do not focus and learn as well as they should.
- These independent school standards remain unmet.

Part 3. Welfare, health and safety of pupils

- This independent school standard was met at the progress monitoring inspection in September 2019.
- The school's safeguarding policy continues to meet requirements and to be fit for purpose. It is readily available on the school's website and is implemented effectively.
- This independent school standard continues to be met.

Part 8. Quality of leadership in and management of schools

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

- This standard was not met at the time of the standard inspection in March 2019 because 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 implemented effectively.
- In their first 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 progress monitoring inspection found that progress had been made in many aspects of the school's work and several of the previously unmet independent school standards were now met.
- In their second action plan, following the first progress monitoring inspection, leaders undertook to: carry out performance management reviews and establish staff training needs; train subject leads; and develop the knowledge, understanding and effectiveness of governors.
- The demands of managing the COVID-19 pandemic have limited leaders' capacity to focus on and move forward some areas of the action plan. Leaders have ensured that pupils' education has continued throughout the pandemic, whether delivered in school or remotely.
- The previously unmet independent school standards about the quality of education remain unmet. As a result, this independent school standard remains unmet.

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

Unique reference number	135596
DfE registration number	919/6261
Inspection number	10220199

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.

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	71
Proprietor	British Union Conference of Seventh Day Adventists
Chair	Pastor Eglan Brooks
Headteacher	Tiann Madden
Annual fees (day pupils)	£7,038 to £7,254
Telephone number	01923 673291
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 Conference 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 that opened in 1957. The school was registered separately as a primary school in 2008.
- The school has identified some pupils with (SEND). None of the pupils who attend the school have an education, health and care plan.
- The headteacher took up her post in September 2019.

- The previous standard inspection of the school took place in March 2019. Following this, a progress monitoring inspection was conducted in September 2019.
- The school does not use alternative provision.

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 it was judged to not comply with at its previous inspection.
- This was the second progress monitoring inspection since the school was judged to be inadequate in March 2019. The inspection was conducted with no notice.
- In November 2019, the DfE issued a notice requiring the school to prepare an action plan to show how the unmet standards would be addressed. The plan was evaluated by Ofsted in March 2020 and judged to be acceptable. It was approved by the DfE in April 2020.
- In September 2019, Ofsted conducted a progress monitoring inspection. The inspection found that some of the previously unmet standards were met. Three of the independent school standards remained unmet. These were about the curriculum, teaching and the quality of leadership and management.
- In May 2019, the DfE issued the proprietor with a notice, requiring them to prepare an action plan to show how the unmet standards would be addressed. The plan was evaluated by Ofsted in July 2019, judged to be acceptable and approved by the DfE.
- In March 2019, Ofsted conducted a standard inspection. 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 about the leadership and management of the school.
- In January 2012, Ofsted conducted a standard inspection. The school's overall effectiveness 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 about facilities for pupils who are ill and the information required to be available about governance.
- In 2007, the school was inspected by the Independent School Inspectorate, when it was part of an all-age provision within the secondary school.
- In order to check compliance with the independent school standards, the inspector met with the headteacher and other senior leaders; spoke with a representative of the proprietor body on the telephone; spoke with staff and pupils; visited lessons and looked at pupils' work; looked at a range of documents; and checked the school's single central record of pre-appointment checks.

Inspection team

Wendy Varney, lead inspector

Her Majesty's Inspector

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 un-met 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 sub-paragraph (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
 - 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 role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022