



Stanwell Fields C of E Primary School

Inspection Report

Unique Reference Number 134731
LEA Surrey LEA
Inspection number 282667
Inspection dates 15 June 2006 to 16 June 2006
Reporting inspector Mike Smith AI

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

Type of school	Primary	School address	Clare Road
School category	Voluntary controlled		Stanwell
Age range of pupils	4 to 11		TW19 7DB
Gender of pupils	Mixed	Telephone number	01784 258082
Number on roll	306	Fax number	01784 253848
Appropriate authority	The governing body	Chair of governors	Mrs Joanne Matthews
Date of previous inspection	Not applicable	Headteacher	Mrs Anita Newman

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Stanwell Fields is a larger than average Church of England Primary School and was formed in September 2004 as a result of amalgamation. Pupils come from a broad socio-economic background with a fifth from Asian and Black families and a small percentage learning English as an additional language. There is a larger than average number of pupils who are eligible for free school meals, who have learning difficulties or who have a statement of special educational need. Stanwell was chosen to receive a support grant for being in an area of deprivation. The school is a member of a confederation of schools. There is no previous inspection report.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides an acceptable standard of education and its capacity to improve further is good. The standards achieved by Year 6 pupils in the 2005 SATs were well below the national average. However, there is increasing evidence that junior pupils' attitudes have greatly improved since then because of improved teaching. This is having a positive impact on learning and pupils' progress, which is now satisfactory. The school has correctly identified the main weaknesses in teaching and improvement strategies, including better assessment of pupils, have been implemented. Evidence suggests these strategies are already having a positive effect on pupils' achievement. The school rates most of its work as satisfactory and the inspection generally agrees. Although there have been improvements, supported by good external support, there remain some inconsistencies in teaching and the assessment of pupils. Provision in the Foundation Stage is satisfactory. However, it is not yet strong enough to help the many lower attaining children make the rapid progress necessary to equip them with the skills and knowledge for the early stages of the National Curriculum.

The personal development and well-being of pupils are good. Pupils' behaviour and attitudes are good and they are very happy and confident in their learning. Where pupils make good progress, it is a result of good teaching and the good care and support for their individual needs. Good teaching is not yet consistent across the school. The use of assessment to plan for the progress of all pupils, is also not consistently established in practice. Governors know the school well and are becoming more involved in the monitoring and self-evaluation. Parents are generally supportive of the school and report improvements over the past year. A parent wrote, 'My child has made wonderful progress throughout his time at the school and he is very happy and settled'. There have undoubtedly been good improvements since the amalgamation and overall, value for money is satisfactory.

What the school should do to improve further

- Improve the learning opportunities for children in the Foundation Stage to ensure they are all effectively prepared for their next stage of learning.
- Improve opportunities to share the best practice in teaching, and in the assessment of pupils, to ensure there is a consistently high standard being delivered in all classes.

Achievement and standards

Grade: 3

Standards are low but improving, and pupils are now achieving satisfactorily overall, reversing some inadequate progress in recent years. Children in the Foundation Stage enter the reception and nursery classes with below average skills and knowledge. A small number of children have emotional and behavioural problems and skills in speaking and listening are below average. By the end of the Reception year, a number of pupils have made insufficient progress and few reach the nationally expected goals,

especially in communication, language and literacy. There is a wide ability range between and within year groups, and there are a relatively large number of pupils with special needs in the school. Although there have been improvements this year, pupils, on average, are currently only just achieving well enough. National test results at the end of 2005 saw Year 2 pupils achieving in line with national averages, but Year 6 pupils achieving well below average, in English, mathematics and science. Progress made by these pupils was very poor when the results were compared with scores for the same pupils when they were in Year 2. In addition, evidence shows that more able pupils made insufficient progress. The school recognised that these results were unacceptable and with external support have been working hard to raise the standards this year. Pupils' work and school data show that they are beginning to succeed. Pupils currently in Year 6 are doing much better, and there is also improvement in other year groups although progress is still patchy, and reflects the inconsistent quality of teaching across the school.

Data is increasingly used to analyse the strengths and weaknesses of pupils' learning, progress and achievement. Challenging targets are being set for all pupils who are responding well. Pupils with identified learning difficulties generally do well. One parent of children in the juniors said, 'The past year especially, has been more settled and their progress and achievements have shown that they are both learning well'.

Personal development and well-being

Grade: 2

Personal development is good. Children in the Foundation Stage learn to socialise and get on with each other. Attendance is satisfactory and pupils thoroughly enjoy taking part in lessons and out of class activities. Pupils' spiritual, moral, social and cultural development is good overall. Pupils show a good sense of right and wrong, and demonstrate respect for their own and others' cultural traditions. Behaviour is good throughout the school due to good relationships and clear expectations. Pupils make good contributions to the school community through the school council, where their views are voiced and taken seriously, for example when they requested more equipment for outdoor breaks. Pupils understand the importance of healthy living and good links with the community help pupils' personal development. Pupils are involved in planning and organising fund raising activities such as, 'The Red Nose Day'. Year 6 pupils sensibly carry out responsibilities during events such as, the Summer Fair, and actively make and sell items and make profit for the school and various charities. As a result, these pupils are well supported in the development of skills and qualities that will eventually equip them for when they move on from the school.

Quality of provision

Teaching and learning

Grade: 3

Teaching is improving and is satisfactory overall, with occasional examples of good and excellent practice across the school.

The quality of teaching and learning in the Foundation Stage is inconsistent and occasionally unsatisfactory. Teachers are working hard to meet childrens' needs, but require further training and support to ensure the quality of teaching and learning is more consistent and to improve progress.

Pupils' attitudes and behaviour have greatly improved over the past year because the expectations of both behaviour and work in lessons have risen, as have teachers' planning and the individual support given to pupils. Teachers and support staff work well together to ensure that work is appropriately matched to pupils' individual learning needs. Pupils with learning difficulties are set challenging targets and make particularly good progress. Relationships between staff and pupils are good. Assessment of pupils' progress is used to inform teachers' planning, although the good practice is not yet consistently applied across the school.

There is regular monitoring and evaluation of lessons and planning, by senior staff, although the very best teaching practice is not sufficiently shared across the school. In these lessons, a wide range of stimulating and motivating activities are enthusiastically delivered with effective use of resources to ensure pupils' needs are met. There is effective monitoring and evaluation of pupils' progress and achievement and it is made very clear to pupils how they may improve. There is a positive ethos of reward and celebration, where learning is made fun and expectations are high.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets the needs of all learners. Although the curriculum for the Foundation Stage is satisfactory, aspects of the provision to develop children's language and literacy need to be improved. Throughout the school, appropriate attention is given to developing pupils' basic skills including information and communication technology (ICT). The curriculum is well planned by teachers to give appropriate opportunities for both group work and independent learning, and to ensure that all pupils make the expected progress.

A good range of extra curricular activities enriches the curriculum, for example, Spanish, football, tag rugby and gardening. A pupil said, 'I like the after school clubs, especially, gardening; it is fun'. The provision of personal, social and health education makes a good impact on the pupils' development of safe and active lifestyles. A child working on a letter to the governors wrote, 'The Sports Day helps us with the teamwork and keeps us fit'. Educational visits, concerts and performances are regular features that enhance learning.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. Target setting for pupils is in place and those with identified learning difficulties are well supported and meet their clear and challenging targets. Systems for sharing curriculum targets are still developing, but longer term targets are shared regularly with parents and progress can be clearly seen. The school operates an open door policy for pupils so that there is always someone they can talk to if they have a need. There is a 'pyramid club' especially designed to support and encourage Year 3 pupils who lack confidence and whose self-esteem needs a boost. Procedures are in place to ensure that the pupils are safe and well looked after. Child protection procedures are well established. Healthy eating is promoted effectively and a wide range of school opportunities enhances and develops pupils' confidence.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall, and have led to recent improvements in teaching and progress. As a result, pupils are now making at least satisfactory progress and a number are beginning to show good progress. In addition, self-evaluation processes are accurate and the strategies implemented to raise standards are beginning to demonstrate the desired impact on pupils' achievements. However, the very best practice is not yet sufficiently shared and built upon across the school. The school is aware of the need to further develop its Foundation Stage provision and to ensure that staff have the necessary support and opportunities to implement good practice.

Infant and junior coordinators have clear responsibilities and are effectively developing their management roles. There is effective team work between teachers and the well deployed support staff. Performance management is established for teachers and targets are appropriately linked to pupils' progress and achievement. The governing body is well informed about the school and has been closely tracking the improvement strategies and their impact through discussions and detailed reports submitted by the headteacher and consultants. There is a strong commitment to improve the school and the substantial improvements over the past year demonstrate that it has a good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

We really enjoyed visiting your school and we would like to thank you for making us feel so welcome. I would particularly like to thank the School Council for telling me all about their activities and what they liked about the school. We think your school is developing well and provides a satisfactory quality of education. There are lots of things we liked:

* Your behaviour is good and you really enjoy your lessons. You have really positive attitudes and you are making progress with your work. * Some of you make good progress as a result of good teaching and the support you get in lessons, particularly those of you who need extra help with your learning. * Your teachers and support staff work hard to make sure your different needs are met and they make sure you are safe at all times. * You have lots of interesting trips out of school and other activities during and after school that you enjoy attending. Most of you are learning skills that will help you when you leave school. * Your school knows what it is good at and how it can improve.

There are a few important things the school can do to make it even better: * Improve the learning opportunities for children in the Foundation Stage. * The very best teaching should be shared more effectively across all classes and your progress more consistently assessed to help you improve even further.

Once again, thank you for your help and making our visit such a pleasant one.

Mike Smith

Lead Inspector