

# Stanwell Fields C of E Primary School

Inspection report

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<b>Unique Reference Number</b>	134731
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328963
<b>Inspection dates</b>	7–8 May 2009
<b>Reporting inspector</b>	Greg Sorrell

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	339
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Belstead
<b>Headteacher</b>	Mrs Anita Newman
<b>Date of previous school inspection</b>	15 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Clare Road Stanwell TW19 7DB
<b>Telephone number</b>	01784 258 082

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<b>Age group</b>	3–11
<b>Inspection dates</b>	7–8 May 2009
<b>Inspection number</b>	328963

**Fax number**

01784 421 936

<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This primary school is larger than average and serves an area of social deprivation. The proportion of pupils eligible for free school meals is above average. Approximately two thirds of the learners are of White British origin and an increasing number are from minority ethnic groups. Within this group approximately half are learning English as an additional language. The proportion of pupils who have learning difficulties is above average. The Early Years Foundation Stage consists of two Reception classes and one Nursery class. The school has gained several national awards, including the Activemark and Investors in People.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Stanwell Fields has come a long way since its amalgamation nearly five years ago and now provides a good education. Typically, pupils' attainment on entry is below that expected for their age although the most recent assessment at the end of the Early Years Foundation Stage indicates better achievement. While standards at the end of Year 6 have also been average, the pupils' achievements are good in relation to their starting points and have improved over the past three years. The school has rightly identified the need to focus upon boys' achievements, particularly in reading and writing. The improvements are due to a strong commitment from the headteacher to raise standards, and to good teaching.

The provision for pupils' pastoral care and support is good and makes a strong contribution to their good personal development and well-being. The school's good links with other schools and local agencies, such as the local church, support pupils' well-being.

The school enjoys the full support of the majority of parents and it seeks to involve parents in their children's education. Comments made in the questionnaire included, 'the school has gone from strength to strength...my child likes coming to school and enjoys learning...we are proud of the school'. Pupils themselves endorse this view. However, not all attempts to engage parents are successful and a significant minority do not feel that sufficient account is taken of their views.

The quality of teaching and learning and curricular provision is good and also has a positive effect on pupils' achievement. Teaching is matched well to the needs of most pupils and stimulates their interest through a good range of learning activities. The majority of lessons are taught with a brisk pace and have a rich mix of activities and opportunities to support literacy and numeracy. Occasionally, lessons lack this pace and teachers' explanations are too lengthy and therefore reduce pupils' time for practical experiences. Guidance for improvement is good, especially in Year 6, where pupils know how to improve their work. The curriculum is broad and balanced and enhanced by a wide range of clubs and additional activities which support pupils' learning and personal development.

Pupils have good attitudes to their learning and behave well. They show good levels of care for each other and understand how to stay safe. Attendance levels have improved yet remain only satisfactory even though pupils show good enjoyment of what they do. They say that they like their teachers and their lessons. Pupils demonstrate a good understanding of how to live healthily, as seen in their enjoyment of sports activities and healthy food choices. They make a good contribution to the life of the school through their work as school councillors and in many other roles. Some older pupils also have 'office' roles that help the school run smoothly. Pupils are well prepared for the next stage of their education because their achievement is good. They have good opportunities to work in teams through fundraising for local charities.

Leadership, management and governance are good. Senior managers, some of whom are relatively recently appointed, have responded well to the changing pupil population and have a good overview of the school's effectiveness. Relevant training and support is provided for all staff, especially newly qualified teachers. The governing body gives good support on all school matters. The school has made good progress since the last inspection and its capacity to improve further is also good.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The quality of provision in the Early Years Foundation Stage is good because of effective leadership. The teacher in charge shows a good understanding of the needs of young children and sets a clear direction with a team of committed staff. Senior leaders' proposals to increase the fluidity between the Nursery and Reception classes are appropriate. Links with parents have improved recently and they are pleased with the confident start their children make. One typically commented, 'My child is very happy at school.' This nurturing, caring approach by adults, sensitive to the needs of children, ensures good provision for their welfare and results in good personal, social and emotional development. Children cooperate well with each other and become increasingly confident and independent as learners. Children may join the Nursery and Reception classes at different times throughout the year, with skills and abilities often lower than those expected for their age. They make good progress because of good learning and development. Staff are skilled at extending learning through questioning, and assessment is effective, clearly identifying next steps in children's learning. The stimulating outdoor environment is generally used well to promote children's learning, but occasionally restrictions on its use inhibit children's independence.

### What the school should do to improve further

- Ensure that opportunities for pupils, particularly boys, to reinforce their skills in reading and writing across the curriculum are fully effective in raising standards.
- Ensure the quality of teaching is as good as the best by sharing practice and providing good modelling.
- Seek the views of all parents and carers to establish ways by which all can feel more fully involved in the school's work.

## Achievement and standards

### Grade: 2

Although the standards reached in Year 6 are typically below average, the pupils make good progress. Pupils currently in Year 6 are achieving well in all their subjects in relation to their starting points on entry to the school. Since the last inspection the trend has been for sustained improvements in pupils' progress. Pupils who have learning difficulties make good progress and achieve well because of the good levels of support they receive for their learning. Last year, girls performed better than boys, although indications suggest there are no significant differences this year in relation to gender, ethnicity or special educational need.

## Personal development and well-being

### Grade: 2

A parent writes, 'My child likes coming to school and enjoys learning.' Personal development and the well-being of pupils are good. Attendance figures are improving and are satisfactory. Pupils make good progress in their spiritual, moral, social and cultural development from their earliest days. They value and celebrate the achievements of others in a weekly celebration assembly. Infant children had good opportunities to think about values and beliefs and the way they affect people lives in their assembly about unsung heroes who are rarely seen. They thought about the unsung heroes in their own lives and also how they could be one themselves. Pupils are very aware of being safe through a good pastoral programme and mention that they

can easily find an adult to talk to about any problems. The school nurse is described as 'wonderful'. Pupils say they know the importance of eating healthy food from their science lessons and can bring water to school. Year 6 pupils devise original fitness routines for infants in the 'huff and puff' session at lunchtime. Aware of the needs of others, pupils organised a 'run a mile' in aid of Sports Aid... 'walk a mile' for their teachers! Proud to be members of the school council, pupils are given good opportunities to learn team and leadership skills, for instance as the chairperson, secretary or team member. In this way, they learn to make decisions, needed eventually for the workplace. They know that their views about more playground equipment are respected, listened to and used. They like this job. Members designed and used a very good computer presentation for their visitors about why their school is special to them. They are very clear about a behaviour code, and are explicit about what constitutes the giving of a red card and resulting sanctions, such as the loss of 'golden time' where they may choose what to do.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers enjoy good relationships with pupils and this helps to create good conditions for effective learning. They plan effectively to meet the needs of the different ages and abilities in the class and use a wide range of teaching and learning approaches to engage and stimulate learning. Pupils demonstrate good levels of interest and concentration in their learning. In most lessons, they are given good opportunities to be involved in their learning by working with others in pairs and small groups. For example, using data loggers in science to observe the insulation properties of materials. A strong emphasis is placed on language development and pupils are encouraged to ask searching questions of their peers. These observations are also used by teachers to aid their assessments of how successful learning has been. Outstanding teaching is evident, for example in Year 2, where high expectations and brisk pace ensure that all pupils are properly stretched. Occasionally, teachers' explanations are too lengthy and time for practical activity is reduced. Marking is effective and in most cases gives pupils useful guidance for improving their work. Increasingly good use is made of assessment for learning whereby learners reflect upon how much they have learned at the end of lessons. Teaching assistants effectively support pupils' learning, particularly when deployed to support individuals and small groups.

### **Curriculum and other activities**

#### **Grade: 2**

Work is well planned so that pupils have good opportunities to develop their reading, writing, and information and communication technology (ICT) skills in all their subjects. Planning to develop reading and writing skills, particularly for boys, is implemented well although the new book stock has yet to be fully accessed. The whole-school approach to improving numeracy skills is also proving successful. Similarly in literacy, phonics work has been extended to targeted pupils to improve their reading skills. The curriculum is responsive to the needs of pupils and the school has made good progress in matching its provision to need. Nevertheless, greater personalisation is possible following further analysis of performance data. An extensive programme of personal, social and health education supports pupils' personal development well. There are strengths in the wide range of activities the school offers to enhance pupils' learning. Specialist teaching is used effectively in music and visits. Visitors are used well to

make learning more interesting. Pupils have access to a wide range of clubs. These are well attended and sometimes over-subscribed.

## **Care, guidance and support**

### **Grade: 2**

Pupils like coming to school because they feel safe and well cared for. Their answers to their questionnaires show that they think that they are safe, healthy and can name people they can talk to. Absence is well monitored and followed up; the school knows all its pupils well. Pupils say that they know how well they are doing in lessons because their teachers tell them. Some comments and stickers on work, however, are more useful than others in explaining to pupils what they need to do to get better. The school seeks to involve parents in supporting their children to get on well, although some initiatives, such as explaining the approach to mathematics in Key Stage 2, were not well supported. However, the majority of parents do support the work of the school, although a significant minority do not feel that the school takes sufficient account of their views. Vulnerable pupils are sensitively supported through the school's good work with a variety of agencies, carers and specialists. Equally, the support for those who have emotional and learning difficulties is strong through firm links with various sources of specialist help. There is a strong commitment to inclusion. Proper attention is given to the arrangements for safeguarding pupils. There are good opportunities for pupils to thrive at this school during their many visits, for instance to the seaside at Littlehampton and to St. Paul's Cathedral, and in their residential experiences in Sussex.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and management that have resulted in good progress since the last inspection. The school is now regarded as one school and not two that have merged. She has continued to drive improvement despite recent illness and departure of senior staff. In a relatively short time, the new leadership team has had a good impact on the school's ability to evaluate its own effectiveness. For example, the recently appointed deputy headteacher's expertise in data analysis has ensured there is a sharp focus on individuals' progress. The improvements in pupils' progress and the quality of teaching in recent years are evidence that there is a common purpose to make the school better and that the school has a good capacity to improve further.

Self-evaluation is good, with effective systems for checking provision and improving the performance of pupils. Subject leaders report to governors and all have clear targets to raise achievement in their own areas. Performance management, including lesson observations, is well established, although review systems for teaching assistants have stalled recently. The school has good systems to induct new staff and effective support is given when appropriate. Monitoring procedures give an accurate view of teaching and planning.

Governors have a good range of skills that are employed to good effect. They fulfil their duties well and offer an increasingly effective challenge to the school with the aim of raising standards. For example, all have been assigned to subjects and make focused visits into school. The school makes a satisfactory contribution to the promotion of community cohesion. Pupils' good personal development and strong links with the local community and church contribute positively to community cohesion, but engagement with communities beyond the local area to promote



understanding of the wider United Kingdom and further afield is underdeveloped. In large part this is due to the school's overwhelming and appropriate focus on raising standards further. Finances are well managed and suitable priorities have been drawn up for expenditure.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

21 May 2009

Dear Pupils

Inspection of Stanwell Fields C of E Primary School, Stanwell, TW19 7DB

Thank you for being so welcoming when we visited your school. We thought you were polite and helpful. We enjoyed talking to you and listening to what you had to say. We know that you are proud of your school and enjoy your time there. We particularly liked the assemblies and lunchtime activities which we saw during our visit. We think that Stanwell Fields Church of England Primary School is a good school with a number of strengths. These are the main things we found out about your school:

- you make good progress in your work
- your behaviour is good and you have good attitudes to your learning
- you have a good understanding of how to live healthily and how to stay safe
- the school provides you with a wide range of activities, which are well attended and which you say that you enjoy
- you make a good contribution to the life of the school through the different jobs you do, such as school councillors
- you are taught well and say that your teachers are 'good' and that you 'enjoy your lessons'
- the adults in school look after you well and they all work hard to help you do your best.

In order to make the school better, we have asked the staff to:

- make sure that all the help you get with reading and writing leads to even better progress, especially for the boys
- make all your lessons as good as the best ones you have
- improve links with all your parents and carers so that they too feel fully involved in the life and work of the school.

You can help by continuing to work hard and behave well. Good luck.

Yours faithfully

Greg Sorrell Lead Inspector