

Stansted Church of England Primary School

Inspection report

Unique Reference Number	118628
Local Authority	Kent
Inspection number	339258
Inspection dates	9–10 June 2010
Reporting inspector	Robert Ellis HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair	Mrs Yvonne Tisson
Headteacher	Lyn Matthews
Date of previous school inspection	21 June 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors visited 10 lessons and observed six teachers. Meetings were held with groups of pupils, governors, the school improvement partner and staff. Inspectors observed the school's work and looked at the school development plan, case studies of vulnerable pupils, the school's tracking data showing pupils' progress, teachers' planning, pupils' exercise books and the displays around the school. In addition, the questionnaire responses of 53 parents and carers, 47 pupils and 10 staff were analysed and their views taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well teaching and support meet the needs and interests of the different groups of pupils
- how well leaders and managers at all levels monitor and evaluate the impact of initiatives intended to raise attainment
- the progress made in improving standards in writing, challenging pupils of all abilities and improving attendance.

Information about the school

This is a small village school. Most pupils are White British and no pupils are at the early stages of learning English as an additional language. The percentage of pupils known to be eligible for free school meals is very low. The proportion of pupils who have special educational needs and/or disabilities is above the national average in some classes, the majority of these pupils have specific learning difficulties or speech, language and communication difficulties. However, few of these pupils have a statement of special educational needs.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Stansted is an inclusive school where all children, regardless of background or ability, are valued and provided with a satisfactory standard of education.

- The school is led well and progress has begun to accelerate.
- Leadership at all levels is developing, but subject leaders have only recently taken up their responsibilities and consequently they have had insufficient time to make a significant impact on raising attainment.
- Appropriate systems and procedures are in place to ensure that those responsible for leading and managing the school have a clear and accurate picture of its strengths and areas for development.
- Standards are rising and robust systems and procedures are in place to track pupils' progress and provide support for those who are falling behind or who need extra help.
- Good care and guidance ensures that children feel safe and that most aspects of their personal development are good. Promotion of pupils' spiritual, moral and social development is a particular strength of the school.
- The quality of teaching is satisfactory and it is improving because appropriate training and support are provided for teachers.
- Work in lessons does not always take full account of the precise needs of different groups of pupils.
- Lessons generally engage pupils but too many pupils are over-dependent on adults and do not take responsibility for their own learning. There are generally insufficient opportunities for pupils to be involved in assessing their own progress.
- Children make satisfactory progress in the Reception class but the outdoor area is not an inviting and stimulating environment for learning.
- The positive impact of the actions taken to address the areas for improvement identified by the previous inspection and the accuracy of the school's self-evaluation demonstrate a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Develop the outdoor area used by the Reception class to make it a more stimulating and inviting space for learning, where children can move seamlessly from indoor to outdoor learning.
- Refine the use of assessment information to ensure that tasks and activities are precisely matched to the needs and interests of the different groups of pupils.
- Provide more opportunities for pupils to take responsibility for their work, assess

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their own progress and so develop greater independence.

Outcomes for individuals and groups of pupils

3

Children join the school with skills and knowledge that are broadly in line with those expected for their age, although there is considerable variation from year to year. They make satisfactory progress in Reception and this is sustained through Key Stage 1, so that by the end of Year 2 standards are in line with national averages. Results for pupils in Year 6 over the last three years have varied from above average to below average. However, the small size of each year group makes statistical comparisons unreliable. Observations of pupils in lessons and scrutiny of their work show that current pupils are making satisfactory progress and standards are broadly average. A focus on developing pupils' writing has had a positive impact on literacy standards across the school.

Pupils who have special educational needs and/or disabilities are well supported. They receive additional support from teaching assistants and other professionals.

Consequently, they make progress in line with their classmates. Pupils enjoy coming to school and the good relationships that they have with each other and with the adults who work with them support their learning. They say that they feel safe and that there is always someone they can turn to if they have a problem. Pupils contribute to decision making through the school council and they have a clear understanding of the importance of adopting healthy lifestyles and keeping safe. The pupils make a good contribution to their own community and to the local community. Most pupils attend regularly and the school has taken effective steps to support and challenge pupils who do not attend as well as they might. Spiritual, moral and social and cultural development is promoted well, but the school is not complacent and has plans to develop further links with other schools to give pupils a better understanding of different groups in national and global communities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory with some examples of good and outstanding practice. Most lessons are planned well to take account of the wide range of ages and abilities in each class. However, occasionally the needs of some groups of pupils are not met fully enough to enable them to consistently make rapid progress. Pupils know their targets and in some lessons, they are given good opportunities to evaluate their own performance. In other lessons pupils are too dependent on adults and do not develop sufficient independence. They find their targets useful and their teachers' comments helpful, but written comments are not always systematically followed up by either the pupil or the teacher. Consequently pupils do not always benefit as much as they might from the advice given. In the best lessons, teachers use a good range of strategies to ensure that pupils are active participants and all pupils have an opportunity to contribute. Good use is made of talk partners to help pupils practise their speaking and listening skills and develop a better understanding of the topic studied.

The curriculum is well organised and brings together a broad range of opportunities and experiences for the pupils. Links are developed between different subjects, particularly through the creative aspects of the curriculum but this work is still at an early stage of development. The school has developed an appropriate two-year curriculum cycle to ensure continuity and progression in the mixed-age classes. The curriculum is enriched by a range of trips and visits, which the pupils enjoy, and a number of well attended after-school clubs and activities. Pupils participated very enthusiastically in the cricket coaching session that was observed during the inspection.

The good care, guidance and support that the pupils receive underpin the very positive family atmosphere within the school. Procedures for safeguarding pupils are secure and the school works with families and outside agencies, as appropriate, to provide good support for vulnerable pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3

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The effectiveness of care, guidance and support

2

How effective are leadership and management?

The headteacher has a clear vision for the school and is strongly focused on improvement. She has led the school through considerable changes and, following a period when it was difficult to recruit suitably qualified and experienced staff, is now able to accelerate the pace of improvement and move the school forward. She is well supported by her staff, who are developing into their new roles and responsibilities. The governing body is committed to improving the school further and, following training, governors are now better placed to support and challenge the school to improve. Self-evaluation is accurate and identifies appropriate strengths and areas for development. Assessment systems are used well to record pupils' achievements and track their progress. Teaching is improving because of rigorous and systematic monitoring which leads to planned professional development opportunities. Parents are kept informed through a variety of means, including the school's well-maintained website and invitations to assemblies.

Effective links with a range of external agencies, including other local schools, support the progress and well-being of the pupils. The school makes good use of the local community to provide opportunities for pupils, for example through visits to the local farmers' market. The effectiveness with which the school promotes community cohesion is currently satisfactory but this is a rapidly improving picture. The school ensures it is a cohesive community where every child is valued, and that pupils understand their local community well. National and international links are being developed to foster their understanding of other communities and cultures. Safeguarding meets requirements with appropriate procedures and policies securely in place.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money

3

Early Years Foundation Stage

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage

3

Taking into account:

Outcomes for children in the Early Years Foundation Stage

2

The quality of provision in the Early Years Foundation Stage

3

The effectiveness of leadership and management of the Early Years Foundation Stage

3

Views of parents and carers

Parents and carers are generally supportive of the school and most are happy with their child's experience at school. A few parents expressed individual concerns, which were investigated by inspectors, but these followed no particular pattern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stansted Church of England Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	55	23	43	2	4	0	0
The school keeps my child safe	24	45	28	53	2	4	0	0
The school informs me about my child's progress	22	42	28	53	4	8	0	0
My child is making enough progress at this school	23	43	24	45	5	9	1	2
The teaching is good at this school	28	53	22	42	2	4	1	2
The school helps me to support my child's learning	18	34	30	57	5	9	0	0
The school helps my child to have a healthy lifestyle	31	58	21	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	21	32	60	4	8	0	0
The school meets my child's particular needs	17	32	34	64	3	6	0	0
The school deals effectively with unacceptable behaviour	13	25	36	68	2	4	0	0
The school takes account of my suggestions and concerns	13	25	34	64	3	6	1	2
The school is led and managed effectively	22	42	23	43	4	8	1	2
Overall, I am happy with my child's experience at this school	29	55	21	40	3	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 June 2010

Dear Pupils

Inspection of Stansted Church of England Primary School, Stansted, TN15 7PH

Thank you for making us feel so welcome and for helping us with the inspection. I would particularly like to thank those of you who took time to talk to us about your school and those who completed our inspection questionnaire. We particularly enjoyed the singing in assembly.

Many of you told us how much you enjoy school and that you feel safe and well cared for. The school has made a number of recent improvements and most of you are now making satisfactory progress in your learning.

We were pleased to see that you behave well and that you have good relationships with each other and with your teachers. You know about how to keep healthy and we saw that you enjoy sports and other physical activities. You said that you liked the school being like one big family and we saw how well the older pupils look after the younger ones.

These are a few things that we would like the school to do to make it even better.

- Improve the outdoor area used by the reception class to make it a more interesting and exciting place for learning.
- Make sure that the work and activities that teachers give you are always set at just the right level so you can all make rapid progress.
- Make sure that you take more responsibility for your learning and do not depend on the adults so much. You will need to listen carefully to instructions, think about how well you are doing and only ask for help if you really need it.

I am sure that you will want to play your part by working hard and helping to make the school even better.

Yours sincerely

Robert Ellis Her Majesty's Inspector

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