

# Inspection of Stanwell Fields Church of England Primary School

Clare Road, Stanwell, Staines, Surrey TW19 7DB

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Inspection dates: 15–16 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

This is a rapidly improving school which provides an increasingly good quality of education for its pupils. New leaders are working hard to improve all areas of provision. Expectations of pupils' conduct and engagement in learning are high. Consequently, pupils are learning more and their achievements in a range of subjects are much better than before.

Although the attendance of some could be better, pupils told inspectors that they now enjoy school. Pupils were very clear that the poor behaviour that marred their earlier school experiences has now largely been eradicated. They put this down to 'stricter staff' who deal with potential disruptions well. They also said that bullying used to be a problem, but that 'meanness' is now dealt with quickly by staff and does not worry them, unlike in the past.

Although a small minority of parents retain their negative views of the school, many more recognise the improving picture at Stanwell Fields. Staff who talked to inspectors and the very large majority who completed Ofsted's staff questionnaire are positive about the school. This was summed up by a comment that staff and pupils were increasingly able to 'shine', because of the changing culture at the school.

## **What does the school do well and what does it need to do better?**

Much has been achieved in a short period of time since the school converted to become an academy. New governance arrangements and new appointments into leadership positions, including a new headteacher, have been transformational. Although there is still much to do, strong foundations have been laid for the school to improve further.

The early years is a strength of the school. The curriculum here is carefully thought through with clear links to what children will need to know as they move into Year 1 and beyond. Children play and work together well. They feel safe because staff know them well and the learning environment is comfortable and welcoming.

The school's wider curriculum has been strengthened in the last two years. However, leaders are not complacent and are constantly looking for ways to develop it further. Improvements in the quality of teaching in reading, writing and mathematics are clear to see.

The science curriculum is fit for purpose, with pupils enjoying the different layers of challenge that staff set for them during lessons. Pupils listen carefully and engage well in activities and tasks in science. For instance, pupils in Year 6 were enthusiastic during a lesson about inherited characteristics and the work of Darwin and Mendel. This included pupils with special educational needs and/or disabilities (SEND) who were supported effectively to access key language and learning.

Pupils' personal, social and health education (PSHE) is also catered for well. Pupils were able to explain their prior learning when asked, including their work linked to the school's own values and the importance of the work they had completed to help prepare them for life in modern Britain. Pupils' personal development is also supported well by a range of extra-curricular opportunities, including clubs, educational visits, and residential trips. Older pupils in particular have a clear understanding of the potential dangers associated with using the internet and know what to do if they have problems when using social media.

Leaders have prioritised improvements in the way pupils are taught to read. A new phonics scheme has been introduced. Staff have been trained appropriately to deliver it. New phonics resources are available and used effectively, including for pupils with SEND, those from disadvantaged backgrounds, and those in danger of falling behind. As a result, the school's Year 1 phonics screening check saw a significant uplift in 2019.

Leaders have also given a high priority to developing pupils' enjoyment of reading across the school. A beautifully refurbished library excites pupils' interest in books, for instance. Raising the profile of reading across the school is already paying dividends in improved outcomes in national tests and assessments at the end of Years 2 and 6. However, some staff in key stage 2 are inconsistent in their approach to reading with pupils. Additionally, leaders are unclear about what books some years groups are reading, with pupils in parallel classes sometimes experiencing a different range and quality in the books they are introduced to.

Pupils enjoy their mathematics lessons. Staff are confident and clear about what knowledge and skills pupils should be taught as they move through the school. They have access to the resources they need, although leaders are aware of some inconsistencies in approach to teaching mathematics in some year groups. Nevertheless, pupils achieve well in mathematics.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep pupils safe. Their training is up to date and has recently focused on the risks and dangers pupils may encounter in the local community. Staff know what to do if they have concerns.

Leaders and governors also understand their responsibilities to protect the welfare, health and safety of pupils and staff. Statutory checks on adults and effective policies and procedures are all in place.

Pupils told inspectors they feel safe and cared for in school. The large majority of parents who replied to Ofsted's questionnaire also think that their children feel safe in school.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have been successful at strengthening the school's provision to develop pupils' early reading skills. Encouraging a love of reading and ensuring that older pupils have equitable access to a wide range of high-quality texts are less well developed. Leaders should prioritise this, so that all pupils learn to value and enjoy books and reading before they move on to the next stage of their education.
- Rates of pupil absence, particularly persistent absence, remain stubbornly high. Leaders and governors are aware of this but now need to redouble their efforts to improve attendance. This will ensure that pupils, particularly those from disadvantaged backgrounds, attend school more often and so benefit from the better quality of education the school is now providing.
- Although the school has improved significantly in all areas, a minority of parents continue to hold negative views about some aspects of the school's work. This is no doubt due in part to the legacy of the past, but leaders and those in positions of governance need to work harder at improving the perception parents have of the quality of provision, so that parents have more confidence in the school as it improves further over time.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144001
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10122185
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	405
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	David Cumberland
<b>Headteacher</b>	Caroline Welch
<b>Website</b>	<a href="http://www.stanwellfields.surrey.sch.uk">www.stanwellfields.surrey.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This was the first inspection of the school since it became part of the LDBS Academies Trust 2. The school converted to become an academy school on 1 April 2017. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to require improvement.
- As a school with a distinctive Christian ethos, the predecessor school was last inspected under section 48 of The Education Act 2005 in January 2017. Since converting to become an academy, the school has not yet had an equivalent inspection.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held a wide range of meetings during the inspection. These included meetings with leaders, teaching and support staff, pupils and parents. The lead inspector met with representatives of the multi-academy trust, as well as the chair of the local academy committee. He also talked to the chief executive officer of the multi-academy trust on the telephone.

- When considering the quality of the curriculum, we did deep dives in these subjects: reading; mathematics; science and PSHE. Deep dives included visiting lessons, looking at pupils' work, and talking to leaders, teachers and pupils about how teaching in these subjects builds on pupils' knowledge over time. The lead inspector also heard pupils read.
- We assessed the school's culture to keep pupils safe throughout the inspection. A wide range of documentation was considered, including policies and leaders' self-evaluation and improvement planning. The single central record of checks on the suitability of adults to work with children was also scrutinised.

### **Inspection team**

Clive Close, lead inspector

Her Majesty's Inspector

Francois Walker

Ofsted Inspector

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