

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stanwell Fields Church of England Primary School			
Address	Clare Road, Stanwell, Staines, Surrey, TW19 7DB		
Date of inspection	12 February 2020	Status of school	Academy inspected as Voluntary Aided LDBS Academies Trust 2
Diocese	London	URN	144001
Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good
School context			
<p>Stanwell Fields is a primary school with 405 pupils on roll, including 40 in the Nursery. The majority of pupils are of White British heritage, with a wide range of other ethnic backgrounds also represented. The proportion who speak English as an additional language is above the national averages, as is the proportion who are considered to be disadvantaged. The proportion who have special educational needs and/or disabilities (SEND) is above national averages. The school has been through an extended period of difficulty. A new headteacher has been in post since June 2018.</p>			
The school's Christian vision			
<p>Our vision, is our deep-rooted belief that all pupils at Stanwell Fields experience the love and support of our Christian community so that 'Through God: we can learn; we can flourish; we can achieve', as all children have the right to attend a good school in their community.</p> <p style="text-align: center;">'I can do all this through Him who gives me strength.' Philippians 4:13</p>			
Key findings			
<ul style="list-style-type: none"> • The headteacher's effective leadership, ably supported by her senior team, the local academy committee (LAC) and MAT membership, is enabling the school's rapid improvement. It is driven by the revised, biblically based vision and associated values. Accurate self-evaluation ensures the vision's impact is sustained. • The curriculum, including religious education (RE), supports academic and spiritual development well. It is rightly seen as an outworking of the aspirational vision. However, assessment in RE is not used well enough to ensure that all, especially the most able, are consistently supported and challenged. • The vision is providing stability and consistency as shown through the recent improvement in pupils' academic attainment and in their improved behaviour and attitudes to learning. How pupils relate the vision to positive actions to make a difference beyond school is less well developed. The attendance of a minority remains stubbornly low, despite the wide-ranging support offered by the school. • Supporting the vision well collective worship is of central importance. It is explicitly Christian and respectful of those of other faiths and non-faith backgrounds. • Links with the parish church are strong as they share a vision for Christian service of the pupils, their families and the wider Stanwell community. 			
Areas for development			
<ul style="list-style-type: none"> • Sustain the impact of the school's recently revised aspirational vision across all aspects of its life and work, including: an ongoing focus on improving the attendance of a minority of pupils and broadening understanding of the impact of the vision on helping pupils' to make a positive impact on their communities. • Refine assessment practice in RE so that it guides teachers in providing consistent support and challenge for all pupils. 			

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school has been through an extended time of instability and changes to staffing, including at senior level. There is a legacy of below average standards of attainment and progress. However, the school is successfully emerging from this period, under the skilful and committed Christian leadership of the current headteacher. There is effective support for senior leaders and staff from its diocesan MAT and LAC. The school's improvement journey has been recognised by Ofsted, who in January 2020 judged it to be Good in all areas.

Over the past 18 months, the current headteacher is rebuilding and stabilising an effective staff team, enabling them to flourish. There is strong focus on improving the experience, progress and attainment of all pupils. A key element during this time has been revisiting the Christian vision, so that it truly reflects the school's context and drives it forward on its improvement journey. This it is successfully doing. The vision is well known and celebrated. Some of the associated Christian values remain from previously. These too have been refined in order to support the living out of the new vision appropriately. They are seen in the positive attitudes to learning of many pupils. Mutually supportive relationships express care for the individual, which is clearly focused through the vision. Pupil behaviour has improved significantly. A firm but fair behaviour policy is employed, leading to an above average level of fixed term exclusions in the short-term. This is now decreasing significantly.

The headteacher, with the well-focused support of other senior leaders and the LAC, is managing necessary changes extremely positively. This includes inducting new staff well. Accurate self-evaluation and development planning identify ways to sustain and embed the biblically based vision further. For example, priorities are well focused on improving learning and achievement, so that pupils can flourish both personally and academically. There is a developing appreciation that God gives the strength to change and develop. These positive changes are beginning to bear fruit, as seen through an increase in pupils' confidence and focused attitudes to learning. A regular emphasis on pupils' progress is well reflected in the most recent national assessment results that show significant improvement to above national averages. Effective strategies for identifying pupils with SEND is resulting in an increase in those with an Educational and Health Care Plan (EHCP). Thus, their academic, personal and health needs are being met more fully.

Pastoral support is strong, and the mental health and wellbeing of pupils and staff is effectively addressed. The school provides a happy and supportive environment where pupils feel safe. Despite this, attendance, including persistent absence, remains obstinately below national averages. The school has very good systems in place which have improved the attendance of some, but not all, pupils. Those whose attendance is not as good are carefully monitored but their academic progress is less than that of their peers.

The curriculum is based around a Cornerstone's approach, a national system supporting schools in developing and delivering their own curriculum. Its focus is on 'big questions' to promote pupils' deeper thinking and engagement. It is enriching learning well. Half-termly projects keep the pace of learning going. Regular WOW days immerse pupils well in the subject matter. Many parents are increasingly involved in their children's learning. Careful support and monitoring bring a consistency of approaches to expectations of behaviour and learning. Displays enhance the environment considerably, providing stimulus for learning and celebrating pupils' achievements strongly. Extra-curricular activities at lunchtime and after school, as well as occasional external visits, such as to the Science museum, enrich provision further. Spiritual development is well considered, especially through the focus on personal responses to key questions and through linking learning to life outside of school.

The school is increasingly outward looking and is working productively to increase its profile within, and support of, the local community. This can be seen in events such as the Remembrance Day service and involvement in Bonfire Night. There are strong links with the parish church, whose priest is a regular and welcomed visitor and a LAC member. He supports the planning of worship and regularly leads it within school. In partnership with the parish church, service to the community is shared. The school's membership of the MAT provides support and challenge for continued improvement. For example, through MAT initiatives such as the Thames project for Year 4 and the Christmas in a Day enrichment opportunity, personal and academic flourishing is enhanced. Staff are well supported for working in this rapidly improving Church school. The promotion of the Department for Education's British Values is appropriately expressed through the school's associated Christian values. It leads to events such as Democracy Day. An appreciation of difference and diversity and how pupils relate well to each other are incorporated into the curriculum. There is a developing understanding of how charitable giving is an expression of the school's vision as issues of inequality and fairness are addressed.

The daily worship programme has a positive impact on school life, successfully encouraging the community in living out its aspirational and inclusive vision and associated values. The significance of belief in God and Jesus and the importance of faith in celebrating all God's gifts are essential aspects of the programme. Biblical teaching and Anglican practices are well applied. Pupils have a deepening appreciation of various events in the Christian year. Hope and aspiration run through the worship programme which is enjoyed by pupils and adults. Engagement in worship is consequently strong. It supports spiritual growth well. Regular worship in church enhances provision further. A consideration of introducing the Eucharist is well in hand and is being sensitively approached. Pupils are engaged in leading worship and evaluate its impact through discussion and monitoring sheets. These are taken seriously, and practice is refined as a result.

The RE curriculum has an appropriate balance between several faiths, including Christianity. Key beliefs and practices are explored through a range of activities. These generally meet the learning needs of pupils, although the most able are not consistently challenged to give of their best. Pupils see its relevance in helping them explore their own beliefs and encouraging them to respect others. Assessment helps pupils to reflect on their learning. However, assessment does not provide a clear enough focus on addressing knowledge, understanding, skills and responses to ensure rounded improvement. Written work, including some examples of thoughtful extended writing, are in place. The RE subject leader is supporting developments well. LAC governors and senior leaders ensure that RE is given adequate time and resources, demonstrating its importance in enhancing the school's Christian vision and associated values.



The effectiveness of RE is Good

RE is closely monitored as a core subject across the school. Teachers are developing their confidence in addressing big questions concerning beliefs about God and the impact of faith in the world today. Effective support is beginning to shape priorities for improvement well. Teaching allows for a range of different tasks and responses to broaden pupils' learning experiences and to help them flourish.

Headteacher	Caroline Welch
Inspector's name and number	Pamela Draycott (161)