

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Stanwell Fields CE Primary School

Clare Road Stanwell Middlesex TW19 7DB

<b>Current SIAMS inspection grade</b>	<b>Satisfactory</b>
<b>Diocese</b>	<b>London</b>
Previous SIAS inspection grade	Good
Local authority	Surrey
Date/s of inspection	19 January 2017
Date of last inspection	December 2011
Type of school and unique reference number	VA Primary 134731
Headteacher	Colin Franklyn
Inspector's name and number	John Viner NS144

#### School context

Stanwell Fields is a larger than average primary school, located in Staines and serving the parish of St Mary the Virgin, Stanwell. Around half of its 423 pupils are of white British heritage while the remainder reflects the diversity of faiths and backgrounds of the immediate area. There is a higher than average proportion of pupils who speak English as an additional language. The proportion of pupils who have special educational needs or who require an Education, Health and Care Plan is around average. A higher than average proportion of pupils receive additional government funding. A small percentage of pupils attend church. Standards and progress are improving but a tail of underachievement means that, by the end of Key Stage 2, standards for most pupils have been below the national average. In 2016 Ofsted judged the school to require improvement.

#### The distinctiveness and effectiveness of Stanwell Fields as a Church of England school are satisfactory

- Christian values of thankfulness, forgiveness, compassion and fellowship underpin the school, define its character and are evident in every aspect of its work.
- Pupils recognise that the Christian values the school promotes impact on the strong, caring relationships between and among adults and learners.
- Collective worship is a central and important part of school life that unites stakeholders and is helping to build a spiritual community.
- The headteacher, key staff and governors share an ambitious Christian vision for the school that is steadily bringing about necessary improvements.

#### Areas to improve

- Establish a school-wide understanding of spirituality that enables pupils to engage with deep questions of meaning and purpose.
- Increase the opportunities for pupils to lead aspects of collective worship.
- Strengthen the religious education (RE) syllabus so that it gives pupils a deeper understanding of faith and belief and enables them to develop the skills of reflection, analysis and enquiry.
- Improve the systems for the assessment of RE that enables teachers to understand better the progress their pupils are making from a range of starting points.
- Establish stronger systems of self-evaluation so that leaders and governors have a clear and realistic understanding of the priorities for the further development of this church school.

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Distinctly Christian values of forgiveness, thankfulness, fellowship and compassion underpin the school and are evident in every aspect of its work. These values have created a foundation of compassionate care that influences the policies of the school and the way that they are applied. Both pupils and their parents recognise and can articulate these core values and appreciate that they make a real difference to the school. As a result, pupils know that they are safe, valued and special; they get on well together and enjoy warm, trusting relationships with the adults. They say that the Christian values they learn at school give them encouragement and so they come to school regularly, behave well and want to do their best. Parents remark on the caring, family atmosphere of the school and say that this is why standards are beginning to improve. There is a developing understanding of spirituality among school leaders that is seen in the strength of pupils' spiritual, moral, social and cultural development. However, because this sense of spirituality is not yet understood clearly by all staff, there are only limited opportunities for pupils to explore deep questions.

Pupils enjoy religious education (RE) and begin to recognise the importance of faith and belief in their lives. RE plays a key role in the promotion of their spiritual, moral, social and cultural development and in the positive attitudes of tolerance and respect that they acquire. Pupils understand that Christianity is a multi-cultural world faith and they value the diversity of faiths around them in the school and in their community. They say that this is one of the things that makes the school special and marks it out as a distinctively Christian place.

### **The impact of collective worship on the school community is good**

Collective worship is an essential component of school life and the school ensures that, despite the limitations of space, it takes place daily. Pupils know that it is important because it reinforces the Christian values of the school and is a time when the whole school family can come together. Pupils value these opportunities to meet together and the sense of community it creates. As a result, they respond positively to worship, behave respectfully, pay attention and participate well. They say that they especially enjoy the limited opportunities they have to lead aspects of worship, especially when they can play a part in worship that takes place in church. Through worship, pupils learn that the values of compassion and fellowship lead to selfless acts such as active support of the church's food bank. Pupils say that they like to get involved in charitable works and especially like to sing for a local care home.

The development of worship as a central aspect of school life has been carefully and sensitively planned by the headteacher and incumbent in response to the school's change to Voluntary Aided status. Together the head and incumbent oversee the themes for worship so that they reinforce the school's Christian values. All staff have opportunities to play a part in leading worship and this helps to keep it engaging. Pupils say that they love the variety. As a result of careful planning and attention to detail, pupils gain a very good experience of Anglican tradition and practice. They recognise that worship is biblical, rooted in the person of Jesus and they appreciate that Christians regard God as Father, Son and Holy Spirit – they can explain this in their own words.

Prayer is threaded throughout the school in a way that pupils are beginning to regard as a natural part of faith. They learn the School Prayer and the Lord's Prayer and, through the many opportunities they have to write their own prayers, learn the nature and purpose of personal prayer. Leaders and clergy carefully record and monitor collective worship. Their evaluation ensures that worship is kept fresh and interesting and subject to planned and ongoing improvement.

### **The effectiveness of the religious education is satisfactory**

Standards of attainment in RE for the majority of pupils are in line with national expectations and the work that pupils do is broadly similar in quality to that in core subjects. The quality of their learning and engagement is variable but evidence suggests that most pupils make similar progress to that in other core subjects and that progress overall is steadily improving. Pupils report that they enjoy RE because they like learning about different religions and because teachers make lessons interesting. When lessons are linked, as they sometimes are, with the school's Christian values, pupils' appreciation of the importance of RE is strengthened. However, the school continues to use the local authority syllabus. This is not intended for Aided schools and the school has not sought to adjust it appropriately so that it more closely meets the raised expectations a change of status brings. This means that, although they cover a suitably broad range of religious topics, pupils do not learn at a great enough depth. There is an appropriate balance of content and, by the time they leave the school, pupils have a developing understanding of Christianity and some of the key aspects of other world faiths. While this enhances pupils' spiritual, moral, social and cultural development, they do not have a deep enough understanding of faith and belief in this context.

While most teachers are confident with RE, lessons often cover topics at a superficial level. Teachers sometimes ensure that there are opportunities for pupils to develop skills of enquiry, reflection and analysis, but this is inconsistent. This means that pupils do not engage with deep questions as well as they might or as consistently as they should, neither do they develop a growing sense of spiritual awareness. This lack of depth is also evident in teachers' marking, where the feedback they provide only rarely challenges pupils' thinking and does not deepen their understanding of the nature of faith and belief. While the school also capitalises on some RE as an opportunity for pupils to develop their writing skills, the cost of this is that, too often, the main focus of pupils' work is around English rather than RE.

Teachers are developing their skills of assessment in RE and there are systems in place for the regular assessment of pupils' attainment and progress. However, there have been several changes to the way that assessment is recorded and the system currently in place has not yet resulted in a clear picture of how well pupils are learning about and from religion. As a result, while the school's Christian character is having a positive impact on pupils' spiritual understanding, this is not always recognised in assessment and so does not yet help teachers to set work at appropriately challenging levels.

The RE Leader was unavailable during the inspection. However, evidence demonstrates that there are effective systems in place for regular monitoring and evaluation. There has not yet been sufficient training for those responsible for RE to ensure that they are fully aware of current developments in the subject.

### **The effectiveness of the leadership and management of the school as a church school is satisfactory**

Leadership and management are satisfactory because the actions taken by leaders and governors have not yet secured pupils' rapid and consistent progress or standards of attainment for all groups of pupils. However, there are many good aspects of leadership that are providing a clear sense of direction, grounded in a shared Christian vision for the school. The headteacher and key staff articulate ambitious plans, firmly based on distinctively Christian values. The incumbent and governors are stakeholders in this vision and understand their roles and responsibilities in developing the school's Christian distinctiveness. Leaders and governors understand the school's priorities for improvement and plan to address them. However, self-evaluation has been too optimistic so that, although many improvements are evident, they are not yet secure. As a result, while the school's distinctiveness and effectiveness are reflected in the attitudes and behaviour of pupils, they have not yet consolidated the necessary improvements to their academic achievement.

Since the school's change to Aided status, there have been significant improvements around the clarity of the school's Christian character and around the centrality of prayer and worship to the life of the school. Pupils and their parents recognise that this is a Church school and that this contributes to the safe, family atmosphere they value so highly. However, the actions that were required to improve religious education have not yet been taken. This means that pupils do not yet have a deep enough experience of the impact of RE on their lives and their spiritual, moral, social and cultural development is sometimes limited.

There are effective links with local church schools that are of substantial and mutual benefit and contribute to the school's further development. The partnership with a local charitable trust has enabled the school to build a strong relationship with the village and benefit from financial assistance for projects to improve the school. The school receives substantial support from diocesan officers, although it has not yet capitalised on opportunities to train future leaders. There is a strong partnership with the parish church that is making a significant contribution to the school and its engagement with its community. The church is extending its outreach into the school by creating a monthly opportunity for families to worship outside regular church service time. This reinforces this valuable partnership and the shared work of the school and church in the community that they serve.

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