

Stenson Fields Primary Community School

Heather Close, Stenson Fields, Sinfin, Derby, Derbyshire DE24 3BW

Inspection dates

11–12 July 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- School leaders have not ensured that the quality of teaching, learning and assessment is consistently good throughout key stage 1 and key stage 2. The good practice that does exist in the school is not shared effectively.
- Teachers do not use assessment to match work consistently well to pupils' abilities. The most able pupils in particular are not given work that is sufficiently challenging for them.
- Several middle leaders are new to their roles and have still to develop the skills needed to lead their areas of responsibility well.
- Leaders do not communicate effectively enough with parents and carers. Parents feel that they do not receive sufficient information about their child's progress and about events in school.
- Until recently, leaders have not ensured that the additional funding received by the school for disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities is used effectively.
- Teachers' expectations about the quality of presentation of pupils' work across different subjects are not high enough.
- Staff who are new to the school do not receive sufficient training to ensure that they have a good understanding of the school's safeguarding procedures.
- The effectiveness of governors to hold leaders to account for how well pupils achieve is still developing.

The school has the following strengths

- Safeguarding is effective. Parents and carers, staff and pupils all agree that the school keeps pupils safe.
- The school's current assessment information indicates that pupils' rates of progress are improving.
- Children in the early years make a good start to school life. They enjoy a range of motivating activities that interest and challenge them.
- Pupils' personal development and welfare are good. Relationships between adults and pupils are positive and caring. Pupils are confident and articulate.
- The majority of pupils attain the expected standard in the Year 1 phonics screening check.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership, management and governance to drive more rapid improvement by ensuring that:
 - members of the governing body hold school leaders to account effectively for pupils' progress and attainment
 - leaders and governors regularly and rigorously evaluate the use of additional funding to improve progress and attainment for disadvantaged pupils and pupils who have SEN and/or disabilities
 - middle leaders new to their areas of responsibility are supported to develop their skills so that they can take an active role in the improvement and evaluation of the areas they lead
 - plans to improve communication with parents are rapidly implemented
 - staff new to the school receive prompt and thorough safeguarding training so that they fully understand the school's procedures
- Improve the quality of teaching, learning and assessment in order to accelerate pupils' progress by:
 - ensuring that teachers plan work that is sufficiently challenging, particularly for the most able pupils
 - having consistently high expectations of the quality of pupils' work and insisting on high standards of presentation across subjects
 - sharing the existing good practice in the school effectively to raise teachers' expectations of what pupils can achieve.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders including governors have not ensured that the quality of teaching, learning and assessment is consistently good across key stage 1 and key stage 2. Too often, pupils' learning has been interrupted by changes of teachers. Leaders have not been quick enough in addressing underperformance in teaching.
- Leaders have improved the teaching and learning of mathematics and writing. Consistent approaches to these subjects are now established across the school. However, leaders have not ensured that teachers provide sufficiently challenging work for the most able pupils to ensure that they make more rapid progress.
- During the last year, there have been changes to senior and middle leadership. Middle leaders, including the coordinator for pupils who have SEN and/or disabilities, have only recently begun to take responsibility for the strategic oversight and evaluation of pupils' progress in reading, writing and mathematics. They are in the early stages of developing the skills they need to fulfil their roles.
- Since the previous inspection, leaders have begun to improve the way they use additional funding to raise standards for disadvantaged pupils and pupils who have SEN and/or disabilities. Consequently, there have been some improvements in the progress made by disadvantaged pupils in some year groups. Nevertheless, the progress disadvantaged pupils and pupils who have SEN and/or disabilities make in different subjects varies too much from that of their in-school peers.
- The majority of parents who spoke with inspectors and who responded to Ofsted's online questionnaire were frustrated with the school's lack of communication with them regarding their child's progress and the day-to-day running of the school.
- The headteacher is ambitious for the school. She has received good-quality support for school improvement from the local authority. She has correctly identified the necessary actions needed to improve the school. However, many of these actions have not been implemented but are planned for the coming academic year. A new assistant headteacher has been appointed to start work at the school in September, to further strengthen the capacity of the senior leadership team to drive improvements.
- The majority of staff, including those new to teaching, say that they feel proud to work at the school. They appreciate the support and training provided by leaders to improve their practice.
- Leaders ensure that the school's curriculum is broad and balanced and promotes pupils' spiritual, moral, social and cultural development well. Pupils have opportunities to develop their skills and knowledge well across a range of subjects. Pupils enthusiastically told inspectors about topics and activities that have inspired them, including learning about the ancient Greeks and writing for the school newspaper.
- Pupils are well prepared for life in modern Britain. They are taught to embrace diversity. As one pupil explained to an inspector: 'People may be born in different countries and speak different languages but we are all equal.'

Governance of the school

- Since the previous inspection, members of the governing body have improved their understanding of the information they are provided with about pupils' progress and attainment. Their ability to hold leaders to account for pupils' achievement is improving. However, these improvements are in the early stages.
- Governors are aware of their duty to monitor the use of additional funds, such as the pupil premium and funding for pupils who have SEN and/or disabilities. They recognise that, in the past, this has not been used as well as it could have been to improve the achievement of these pupils. Governors are becoming more rigorous in their actions to ensure that this funding is used well. Nevertheless, disadvantaged pupils and pupils who have SEN and/or disabilities do not make consistently strong progress across the school.
- Governors are aware of their responsibilities and visit the school regularly to meet with leaders, staff and pupils. The visits help governors to understand the performance of the school in areas such as the quality of teaching and learning. After these visits, governors write reports and share them with other governors, ensuring that the governing body is made aware of any issues and can take necessary action.

Safeguarding

- The arrangements for safeguarding are effective. There is a good culture of safeguarding throughout the school. However, safeguarding training for staff new to the school is not as thorough or as timely as it should be. Consequently, some new staff are unsure of the school's procedures.
- Leaders ensure that the school's employment checks are in place in line with statutory requirements.
- The governing body ensures that leaders provide a safe environment and that policies and procedures for safeguarding are implemented.
- Records for safeguarding are well maintained and demonstrate that leaders are tenacious in following up concerns. Leaders work in partnership with external agencies where necessary, to ensure the well-being of pupils.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment across key stage 1 and key stage 2 is inconsistent. Some pupils do not progress and learn as well as they should.
- Teachers do not consistently challenge the most able pupils in different subjects. For example, when looking at pupils' books, inspectors saw repeated examples of the most able pupils being given work that was similar to that given to pupils of lower ability.
- Teachers' expectations about the standards of presentation in pupils' work across subjects are not high enough.
- Since the previous inspection, there have been significant improvements across the school in the consistency of the teaching of writing and mathematics. Teachers have a secure understanding of the strategies they use. However, teachers often provide all

pupils with the same work. Too often, the most able pupils sit and wait while other pupils catch up. They are not given work that sufficiently extends their thinking and deepens their understanding.

- At the previous inspection, teachers were asked to teach pupils how to use punctuation and grammar accurately in their writing in different subjects. Inspectors' scrutiny of pupils' books shows that teachers have improved their teaching of these aspects in pupils' writing. Teachers frequently check the accuracy of pupils' grammar and punctuation in their writing across different subjects.
- The teaching of mathematics has improved across the school. Work in pupils' books and inspectors' observations of teaching show that teachers provide regular opportunities for pupils to solve problems and explain their mathematical reasoning.
- Teachers demonstrate a secure knowledge of the subjects they teach. They use modelling and resources well to help pupils understand what they are learning. For example, Year 6 teachers used an animated film clip to help pupils develop their descriptive writing. Pupils were challenged to explain their language choices to ensure they were appropriate and created a vivid image for the reader. For example, one pupil described the heightened emotional state of a character in his story. He wrote, 'adrenaline was rushing through his bite-sized veins'.
- The teaching of phonics is effective. The majority of Year 1 pupils acquire a good knowledge of phonics. This supports their reading and writing. Pupils who read their books to inspectors were confident and used their phonics skills well. Records show that pupils read regularly.
- In the majority of lessons seen by inspectors, teachers use effective questioning to encourage pupils to explain their understanding and to address misconceptions. For example, Year 5 pupils told me that they felt confident to go back and correct their mathematics work, because the teacher had helped them to understand what they had done wrong.
- Teachers and teaching assistants develop effective relationships with pupils. They give pupils encouragement and praise. This has a positive effect in keeping pupils motivated and interested in their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school has a friendly atmosphere, and pupils enjoy learning. Relationships between pupils and staff are positive. Pupils say they feel safe in school and that their teachers help them with any worries they may have.
- Pupils are taught how to keep safe in a variety of situations, including when using the internet and social media. The majority of parents who spoke with inspectors and who responded to Ofsted's online survey Parent View confirmed that the school keeps their child safe.
- Pupils are proud of their school. They are confident to talk to visitors and socialise well.

They enjoy responsibility through their elected positions of, for example, eco warriors and members of the school council. Through these roles, they are encouraged to take an active part in decision-making for the school.

- Leaders promote healthy lifestyles effectively. Pupils were able to explain to inspectors the importance of staying healthy by eating well and exercising regularly. They also understand how the school supports their mental and emotional health through the nurture provision and 'busy bees' lunchtime club. They enjoy a wide range of clubs and activities provided by the school, including the variety of different sports clubs and competitions.

Behaviour

- The behaviour of pupils is good. The school is a calm environment where pupils behave well in lessons and around the school.
- Pupils are clear about the expectations for behaviour, which are positively promoted by teachers and staff.
- Pupils understand the different forms that bullying can take. They say that incidents of bullying or poor behaviour do sometimes happen, but staff deal with them promptly and effectively. A minority of parents expressed concerns about how the school handles bullying. However, records shared with inspectors show that instances of bullying are rare and are handled appropriately, in line with the school's behaviour policy.
- Pupils are often encouraged to work together in lessons and express their opinions. They cooperate well and show mutual respect for one another. In some lessons, pupils lost concentration if their work was not well matched to their needs.
- Procedures for monitoring the attendance of pupils are robust. Leaders work closely with families and external agencies. They ensure that families are supported and pupils are safe and attend school regularly. Attendance is close to the national average.

Outcomes for pupils

Requires improvement

- Pupils' progress in reading, writing and mathematics (combined) at the end of key stage 2 has been below national averages for the last two years. This has declined further for all pupils this year.
- In 2017, at the end of key stage 2, standards of attainment in reading, writing and mathematics were below national averages. Standards have declined further this year.
- Standards of attainment in 2017 at the end of key stage 1 in reading and mathematics were above national averages but were below in writing. Standards declined in reading and mathematics this year. In writing, standards remained in line with 2017.
- Although improving, the progress disadvantaged pupils make in some year groups from their starting points is not as good as that of their peers.
- The most able pupils in the school do not make the progress that they are capable of in a variety subjects, including in English and mathematics.
- Pupils who have SEN and/or disabilities make inconsistent progress in different

subjects, from their starting points.

- Current school information shows that, in some year groups, pupils' rates of progress are improving in all subjects. An increasing proportion of pupils, including those who are disadvantaged, are currently making at least expected progress from their starting points.
- For the last two years, the proportion of pupils who attained the required standard in the Year 1 phonics screening check was above national averages. School information indicates that the majority of current pupils have attained the expected standard.
- Pupils who speak English as an additional language make good progress in their learning in different subjects across the school.

Early years provision

Good

- Leadership of the early years is good. The leader for early years is passionate about her role and has high expectations for children's learning. Provision in the Reception Year is planned well to ensure that children's needs are met through a variety of stimulating activities.
- The majority of children start the Reception Year with skills that are typical for their age. Good teaching and nurturing enable children to make good progress. Over the last two years, the proportion of children achieving a good level of development by the end of the Reception Year has been in line with or above the national average. Current school information shows the proportion will be similar this year.
- The early years leader ensures that the Reception Year classes are inclusive. Children who speak English as an additional language and those who have SEN and/or disabilities are supported well. Additional adult support and activities are carefully planned to meet children's needs. Children who speak English as an additional language and those who have SEN and/or disabilities thrive, along with other children in the early years. They are well prepared for Year 1.
- Teachers in the Reception classes constantly check the progress of children's learning. They use the evidence they collect from their assessments to make sure that children are making good progress across the early years curriculum. The early years leader frequently checks the accuracy of this information with colleagues working in other schools.
- The early years leader encourages parents to take an active part in their children's learning. Parents are able to see what their children have been learning and contribute to their children's learning journeys through an online assessment tool.
- The Reception Year classes are inspiring and motivating places for children to learn. Children receive regular opportunities to develop their knowledge and skills in different areas of the curriculum. Children are encouraged to investigate and develop their independence. For example, when children independently ride tricycles they avidly discuss the actions they need to take when they ride up to the different road signs and a zebra crossing.
- Children's reading, writing and mathematics skills are developed well. Teachers plan frequent opportunities to develop these skills through exciting learning activities. For example, children develop their understanding of number through solving problems to

match the correct number on a key to unlock a padlock. Children are encouraged to develop their writing through a variety of tasks linked to a theme. For example, children independently created and labelled treasure maps linked to their topic of learning about the seaside. Adults develop children's early reading skills through effective teaching of phonics and shared reading experiences.

- Relationships between adults and children in the early years are positive and caring. Children are kept safe and make a good start to their school life. Well-structured routines and procedures mean that children move between the learning areas and classes safely. Children enjoy their learning. They work together happily and behave well.

School details

Unique reference number	112781
Local authority	Derbyshire
Inspection number	10048123

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	The governing body
Chair	Andrew Foster
Headteacher	Joanne Sadler
Telephone number	01332772452
Website	www.stensonfieldsprimary.co.uk
Email address	info@stensonfields.derbyshire.sch.uk
Date of previous inspection	18 January 2018

Information about this school

- The school is a larger-than-average-sized primary school.
- The majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is above the national average. The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils eligible for the pupil premium is lower than average.
- The proportion of pupils who have SEN and/or disabilities is lower than average.
- The school accesses support for school improvement from the local authority.

Information about this inspection

- Inspectors observed teaching in all year groups. They observed the teaching of reading and listened to pupils reading. Inspectors talked to pupils about their school and looked at examples of pupils' work.
- Inspectors held meetings with the headteacher, assistant headteacher and several middle leaders, including those for English and mathematics. The lead inspector met with members of the governing body and a representative from the local authority.
- Inspectors spoke with parents informally at the start of the school day. They took account of the 70 responses to the Ofsted online questionnaire (Parent View) and the 15 responses to Ofsted's online questionnaire for staff.
- There were no responses to Ofsted's online questionnaire for pupils.
- Inspectors looked at a range of documents, including: the school's self-evaluation of current performance and plans for improvement; the school's most recent information on the achievement and progress of pupils; information relating to the safeguarding of pupils; information about the behaviour management of pupils; information relating to the school's use of the pupil premium funding and funding for pupils who have SEN and/or disabilities; the school's most recent information relating to the attendance of pupils; and minutes from meetings of the governing body.

Inspection team

Stephanie Innes-Taylor, lead inspector	Her Majesty's Inspector
Gill Weston	Ofsted Inspector
Ann Cruickshank	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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