

# Stanborough Primary School

Appletree Walk, Watford, Hertfordshire WD25 0DQ

## Inspection dates

12–14 March 2019

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders and governors have not ensured that all the independent school standards are met.
- Safeguarding arrangements are ineffective.
- Governors do not ensure that school policies are systematically reviewed and implemented effectively.
- Leaders do not make sure that pupils are taught well enough about people whose differences are protected by law.
- Older pupils are not taught sufficiently well about how to keep themselves safe when using mobile phones and online technology.
- Subject leaders are new. They have not yet had an impact on raising pupils' achievement in their subject area.
- The quality of the curriculum in science, history and geography is not strong enough for pupils to develop and deepen their knowledge, skills and understanding.
- The quality of teaching in lower key stage 2 varies too much. Pupils make limited progress here.
- Staff do not implement the school's behaviour policy consistently. As a result, some low-level disruption goes unchecked in lessons.

### The school has the following strengths

- Since January 2019, the capacity of leadership has increased. The co-headteachers are rapidly improving the quality and consistency of teaching.
- Children make a good start to their education in Nursery and Reception. They are well looked after and learn in a vibrant environment.
- Most pupils work hard and want to achieve well in English and mathematics. They make good progress in Years 5 and 6.
- By the end of Year 6, pupils attain well in reading, writing and mathematics.
- Pupils learn to read effectively. Adults have high expectations and good links with parents and carers. The teaching of reading is securely established.
- Parents are very positive about the work of the school. They appreciate the care that staff provide.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

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

- Improve leadership and management by ensuring that:
  - governors routinely check that all aspects of the school’s safeguarding arrangements comply in practice with statutory guidance and school policies
  - staff support pupils appropriately and sufficiently to identify potential risks and to keep themselves safe when using mobile phones and online technologies
  - governors review policies systematically and hold leaders to account for the successful implementation
  - governors use their roles and responsibilities effectively to make sure that the school provides a good-quality education for pupils
  - subject leaders create opportunities for pupils to increase their motivation and curiosity for learning, so pupils can make good progress and deepen their knowledge, understanding and skills in a wide range of subjects.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - teachers use their assessment information more effectively and consistently to plan learning that helps pupils make good progress
  - pupils, especially the most able, make good progress in lower key stage 2
  - teachers provide stimulating opportunities for pupils to make good progress in subjects other than English and mathematics.
- Improve the quality of personal development, behaviour and welfare by:
  - ensuring that all adults implement the school’s behaviour policy consistently and effectively
  - ensuring that pupils gain age-appropriate knowledge and understanding of people who have different views or values to their own and/or who have protected characteristics.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Since the previous standard inspection, leaders, including governors, have not ensured that all of the independent school standards have been consistently met. At this inspection, some of the unmet standards relate to pupils' welfare and safety. Consequently, the effectiveness of leadership and management is inadequate.
- There is a range of issues that demonstrate that the culture of safeguarding is weak. Staff are not consistent in appropriately reporting concerns. Similarly, the leadership of safeguarding processes and records is not suitable. Governors' recent checks focused only on compliance and did not check practice or identify any issues for leaders to improve. Leaders were unaware of the failings in their safeguarding practice.
- Although leaders updated many policies over the course of the inspection, they do not have a rigorous and systematic approach to reviewing important policies. Information on the website is inaccurate for parents because it is out of date. The co-headteachers are currently advising governors about the need to regularly update crucial documentation. Leaders were not able to update the number of formal complaints received over the preceding year.
- Since January 2019, governors have changed the overall leadership structure, on a temporary basis. The newly implemented co-headship approach has significantly increased the capacity of leaders to swiftly improve the school. Roles and responsibilities have been clearly outlined and both headteachers are committed to the success of the school. However, the impact of the effectiveness of this new structure is yet to be realised.
- Leaders have received additional external consultancy support to help write an evaluation of the school's performance. Consequently, leaders have an accurate understanding of the strengths and weaknesses that remain in the quality of teaching and the progress that pupils make.
- School improvement planning is focused on the appropriate priorities for moving the school forward and ensuring that teaching and learning improve further. However, there is less clarity about how the plan is implemented, led and managed. There is evidence to show that leaders have had some impact over time, but this is not consistent.
- Leaders and staff know pupils well and have suitable expectations of what pupils can achieve. Leaders have changed and improved their approach and curriculum design to the teaching of writing and mathematics. Leaders have been successful with the changes made. Pupils continue to attain at least in line with the national averages in writing and mathematics.
- The curriculum is broad, but pupils spend more time studying English and mathematics than other subjects, such as science, history and geography. The curriculum for the wider curriculum subjects is not as well designed, so pupils do not deepen or extend their knowledge and understanding well enough.
- Pupils receive many opportunities to develop their physical skills through regular sport and swimming lessons.

- The curriculum does not provide enough opportunities for pupils to know and understand about people whose personal characteristics are protected by law.
- Subject leadership is at an early stage of development and has not had time enough for leaders to show impact on raising pupils' achievement.
- All staff who responded to Ofsted's online questionnaire agree that leaders provide professional development that helps them improve their practice. One respondent stated: 'I have felt welcome and appreciated in my role. I have been given every opportunity to develop my knowledge to become better.' Staff are overwhelmingly proud to work at the school.
- All parents who responded to the Ofsted online questionnaire, Parent View, were tremendously positive regarding how happy their children are at school. All would recommend the school to others. Those spoken with, or who added their view using the free-text service, appreciate the teachers' dedication. Many parents recognise the improvements in the quality of teaching since the previous inspection. One parent spoke for many: 'I highly recommend the school. It is a friendly community.'
- Parents receive an annual report that considers all subjects taught.

## **Governance**

- The quality of governance has been weak since the previous inspection. Governors do not have sufficient knowledge of the independent school standards. They have not held leaders to account sufficiently for the quality of education and making the necessary improvements identified at the previous inspection.
- The recent appointment of governors who have relevant experience is too new to have had a sustained impact on bringing about improvements. These new governors have an appropriate understanding of their roles and responsibilities and are beginning to hold leaders to account for the quality of teaching and learning. The chair of the governing body recognises that the governing body has not had the range of skills and experiences needed.
- Minutes of governors' meetings demonstrate that more time is spent on finance than on the quality of education. In committee meetings, governors ask pertinent questions about pupils' achievement, but this is a new and developing aspect of their practice.
- Governors remain dedicated to providing a good-quality education for pupils. They are determined to improve the school rapidly.

## **Safeguarding**

- The arrangements for safeguarding are not effective.
- Inspection evidence demonstrates that although staff are appropriately trained in safeguarding pupils, they do not follow policy and procedures rigorously enough. Staff have, at times, taken matters into their own hands before reporting a concern to the designated safeguarding lead. This has prevented the safeguarding leader from performing the role adequately.
- Staff are not as clear as they should be about identifying a potential child protection concern that needs to be reported to the designated safeguarding leader. Despite having

regular training, staff do not practise a culture of vigilance in child protection.

- Leaders' records of child protection are not kept in line with the school policy and are muddled. Records do not include reasons for decisions made and the outcomes of child protection concerns.
- Staff recruitment processes are in place. However, although updated over the course of the inspection, the checks regarding the suitability of governors and managers were not recorded on the school's records. Governors had not checked this aspect during their recent audit.
- Governors carried out a review of safeguarding in November 2018. They did not check essential documents kept at the school, nor the quality of the staff practice. No failings were identified in the governors' check.
- Pupils receive instruction about keeping safe when using the internet. It is age-appropriate for younger pupils. However, older pupils receive the same information. Older pupils are not prepared well enough for the next stage of their education in identifying and overcoming the risks posed by online technologies and the use of mobile phones.
- Risk assessments for school trips are in place and arrangements are suitable to ensure pupils' health and safety on the school site.
- Parents have no concerns about safeguarding at the school.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- The quality of teaching, learning and assessment over time is too varied. In some year groups, pupils receive good-quality teaching in English and mathematics. In lower key stage 2, the quality of teaching is not good enough for pupils, especially the most able, to make the progress of which they are capable.
- Adults' expectations of what pupils can achieve are too low in subjects such as science, history and geography. The curriculum does not support pupils in deepening their knowledge, understanding and skills as they mature. Consequently, pupils do not make as much progress in these subjects as they do in English and mathematics. They are not well prepared for the demands of secondary school.
- Adults do not apply the school's behaviour policy consistently enough. Consequently, in many lessons, there is persistent low-level disruption. Pupils do not routinely listen and respond to the teacher in these classes.
- In some classes, teachers pose questions carefully, thoughtfully choosing pupils to answer. In these classes, pupils are appropriately challenged and think deeply. However, in a few classes, several pupils routinely shout out answers at the same time and this reduces the opportunity for teachers to identify misunderstandings. Consequently, some pupils lose interest and do not achieve as well as they could.
- Pupils enjoy reading. Teachers in key stage 1 have established routines that pupils willingly follow, so pupils make rapid gains. Learning to read is given a high priority and pupils are very successful.
- Adults have good relationships with pupils and where the quality of teaching is consistent, these adults have high expectations about what pupils will achieve. Pupils respond

appropriately and make good progress where this is the case.

- All parents agreed that their children receive appropriate homework.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The quality of pupils' personal, social, emotional and health education is not planned well. Pupils do not gain an understanding of people who are different from themselves or those who have protected characteristics. Pupils told inspectors that they do not learn about protected groups in school.
- Pupils understand their school values and can explain these in detail. However, those spoken with were unaware of British values. Displays around the school demonstrate that pupils have covered these issues at some point though many found it difficult to recall them.
- There is not a consistent culture of pupils listening to each other or adults. Pupils said that there is some bullying at school, and they are not always confident that it is dealt with well. Some pupils said that bullying is 'not necessarily dealt with', and that, 'there is nothing a teacher can do'. School records demonstrate that reported incidents of bullying are dealt with effectively.
- Although there is sufficient supervision on the playground at breaktime and lunchtime, incidents of unkindness or falling out of friendship are not addressed effectively. The thresholds for reporting poor behaviour to leaders is not consistently adhered to. Records show that some adults allow pupils to behave a certain way, when others do not.
- Younger pupils appear happy and they are well cared for at school. In the early years and key stage 1, pupils follow clearly established routines and grow in self-confidence and independence.

### Behaviour

- The behaviour of pupils requires improvement.
- In 2018, pupils' attendance was below that found nationally. So far this year, pupils' attendance is similar to last year's national average. Leaders do not monitor or analyse pupils' attendance rigorously to ensure that all pupils maintain good attendance and punctuality.
- The admissions register is not updated routinely. It is not kept consistently up to date. During the inspection, the admissions register was updated so that it matched the pupils' attendance register.
- Where the work is not suitably matched to pupils' prior knowledge, understanding or abilities, pupils quickly lose interest and motivation. This is the same when teachers are not consistent with managing behaviour or do not have high expectations and well-established routines.
- Most pupils are respectful, polite and well-mannered. They conduct themselves sensibly.

Many pupils are articulate and enjoy explaining their learning. They value their education and make good progress as a result.

### Outcomes for pupils

### Requires improvement

- Each year, the small cohorts of pupils attain well at the end of key stage 2 in reading, writing and mathematics combined. In 2018, pupils' attainment was above the national average. The school uses the national key stage tests for Year 2 and Year 6 to provide an external measure of pupils' performance.
- The progress that pupils made across key stage 2 in 2018 was average when compared with other pupils nationally. This is because the progress pupils make in lower key stage 2 is not as good as it could be. This is especially true for the most able pupils.
- Pupils make substantial progress in Year 6 in English and mathematics. This is because the quality of teaching, learning and assessment is very strong. However, pupils have much to catch up on to ensure that they are appropriately prepared for the move to secondary school. Pupils rise to the challenges and high expectations. Their attainment in reading and mathematics is good.
- Current pupils are not making good progress in a wide range of subjects. Pupils' achievement in science, history and geography is lower than in English and mathematics given their ability and starting points. Those who have the potential of being high achievers are not suitably challenged to think deeply or produce work that demonstrates their knowledge and understanding.
- At key stage 1, pupils make good progress in English and mathematics from their higher starting points in Reception. Attainment in Year 2 continues to be above that found nationally in reading, writing and mathematics.
- The teaching of reading is strong. Pupils make rapid gains in their reading skills from the early years. They read frequently in school, practising their sounds regularly. Older pupils read fluently, understanding and appreciating complex texts. Younger pupils work their way through the school's reading scheme, so they gain in speed and accuracy. Pupils' achievement in reading is good.
- Pupils receive good-quality physical education lessons from specialist coaches. Pupils listen carefully and make good progress in lessons.

### Early years provision

### Good

- Children start their education exceptionally well in the Nursery class. Adults ensure that the curriculum is very effectively planned, and children's interests and needs are thoughtfully considered. From their typical starting points, children make good progress and are very well prepared for starting school.
- As children move into Reception, adults ensure that achievement information is appropriately shared. Children continue to make good progress. In 2018, all children reached a good level of development and a significant proportion exceeded the early learning goals.
- Children learn to read quickly and effectively. Adults are developing a new approach to the teaching of phonics and this is having a great deal of success. Reading books are

carefully chosen and children are developing their love of reading. During the inspection, children were keen to show their skills by reading the many words on display around the classroom.

- Children in Nursery and Reception have suitable outdoor space in which to continue their learning. Children in the Nursery class follow securely established routines for going outside, getting themselves ready with coats and wellington boots if needed. They play and learn well together outside because adults encourage positive interactions.
- Children behave exceptionally well, particularly in the Nursery class. Adults have good relationships with children and encourage a positive attitude to learning. Children respond admirably. Adults ensure that all safety and welfare arrangements are in place so that children are well cared for.
- Children are confident and consistently follow the routines and expectations. They are sociable and welcoming. During the inspection, for example, children shared their extensive knowledge of the chicks that were being looked after. They used correct terminology easily to explain their scientific understanding.
- The classrooms are vibrant and all areas for learning are considered carefully. Children have many opportunities to develop their writing and numerical skills.
- Although activities are planned, the purpose of some child-led activities in Reception is not clear. This results in some children, at times boys, not achieving as well as they could.

## School details

Unique reference number	135596
DfE registration number	919/6261
Inspection number	10056568

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Proprietor	British Union Conference of Seventh Day Adventists
Chair	Ian Sweeney
Headteacher	Angelika Horwood and Tiann Madden
Annual fees (day pupils)	£6,630 to £6,834
Telephone number	01923 673291
Website	<a href="http://www.stanboroughprimary.org.uk">www.stanboroughprimary.org.uk</a>
Email address	<a href="mailto:info@stanboroughprimary.org.uk">info@stanboroughprimary.org.uk</a>
Date of previous inspection	6–8 June 2017

## Information about this school

- Stanborough Primary School is one of a group of schools run by the British Union Conference of Seventh Day Adventists.
- The school is on the same site as a sister secondary school and an international residential school. The school shares some of its maintenance of the school site and teaching staff with these schools.
- The primary school was part of an all-age school that opened in 1957. The school was registered separately as a primary school in 2008.
- Pupils come from a range of backgrounds, with the largest group being Black Caribbean, Black African or mixed European heritages.

- The school has fewer than five disadvantaged pupils. These are not reported on separately as they could be identified.
- No pupils currently on roll have an education, health and care plan. The school has identified some pupils with special educational needs and/or disabilities (SEND).
- The school's previous inspection history:
  - The school's previous standard inspection was conducted by Ofsted in June 2017. The school's overall effectiveness was judged as requires improvement and two of the independent school standards were not met. The standards not met were about the teaching and the leadership and management at the school.
  - In January 2012, Ofsted conducted a standard inspection of the school. The quality of education was judged as good. Two of the independent school standards were not met and the accessibility plan did not meet requirements. The standards not met were about the facilities for pupils who are ill and the information required to be available about governance.
  - In 2007, the school was inspected by the Independent Schools Inspectorate (ISI) when the school was part of the all-age provision with the secondary school.

## Information about this inspection

- This standard inspection was conducted at the request of the Department for Education. The inspection was carried out with notice and over two and a half days.
- The inspectors observed teaching for all year groups across a wide range of subjects. Some observations were carried out jointly with both headteachers to determine the quality of teaching over time. Pupils' workbooks were evaluated, and an inspector heard pupils reading aloud in class.
- The inspectors held a meeting with the school council and informally discussed pupils' learning and work with them in class.
- Inspectors scrutinised a wide range of documentation, which included: information about pupils' attendance and registration; pupils' achievement information; records of behaviour incidents; school self-evaluation; school improvement plans; safeguarding and safer recruitment records and practices; the curriculum; and the monitoring of teaching, learning and assessment.
- Meetings were held with a range of leaders, including the headteachers, the chair of the governing body and other representatives of the governing body, the early years leadership and other subject leaders.
- The quality of provision for pupils with SEND was evaluated.
- Inspectors spoke with parents informally at the start of the school day. They also took account of the 55 responses to Ofsted's online questionnaire, Parent View, together with the 34 written responses to the free-text service.
- The views of 12 staff who completed the staff survey were also considered.

## Inspection team

Kim Hall, lead inspector

Her Majesty's Inspector

Richard Hopkins

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if:
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
  - 2(2)(d) personal, social, health and economic education which:
    - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

#### **Part 2. Spiritual, moral, social and cultural development of pupils**

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor:
  - 5(b) ensures that principles are actively promoted which –
    - 5(b)(vi) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

#### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that:
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that:
  - 9(b) the policy is implemented effectively.

## **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that:
  - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate.
- 32(3) The information specified in this sub-paragraph is:
  - 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year.

## **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

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