

# Inspection of Sir William Stanier Community School

Coronation Street, Crewe, Cheshire CW1 4EB

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Inspection dates: 1 and 2 March 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Previous inspection grade

Requires improvement

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

Pupils told inspectors that this is a safe school where all pupils can be happy. Pupils understand and are accepting of each other's differences. They told inspectors that staff resolve any bullying incidents quickly and effectively.

The school is currently going through a period of change. Newly appointed senior leaders and governors have begun to address the weaknesses that have held back pupils' success in the past.

The quality of education and pupils' experience of school are improving. However, the quality of education for pupils still needs to improve further. This is because some teachers do not deliver the curriculum as well as they should. In addition, subject leaders are still developing how they organise some subject curriculums in key stage 3. As a result, some pupils, including some of those with special educational needs and/or disabilities (SEND), do not achieve as well as they should.

Pupils acknowledge that behaviour is improving in classrooms and around school. More pupils follow the school's behaviour policy than was the case in the past. However, a minority of pupils continue to misbehave, both in class and at social times.

Pupils, including those with SEND, appreciate the range of clubs and activities that staff provide for them. These include arts and sports clubs.

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

Trust representatives and school leaders are determined to provide all pupils, including those with SEND, with a high-quality education so they can thrive. Members of the governing body fulfil their statutory duties. They have the educational expertise and impetus to challenge and support school leaders appropriately. Alongside governors, the trust is helping leaders to bring about improvements across different aspects of the school.

The curriculum that many pupils have experienced in the past did not allow them to achieve well. Leaders have started to provide pupils with a more ambitious curriculum. However, this work is at an early stage of development. Pupils' achievement, including that of pupils with SEND, is improving overall. However, it varies too much between subjects and classes.

Many curriculums are now organised well at key stage 4. However, in key stage 3, some subject curriculums do not equip pupils with the most important knowledge that they must know and remember.

Pupils experience an uneven delivery of the curriculum. Some teachers provide pupils with activities that help them to build a deep knowledge of subjects. Pupils apply their earlier learning fluently to new content. Elsewhere, teachers do not

design learning well. As a consequence, some pupils lack the detailed subject knowledge that is evident in other places.

Some teachers know when pupils have grasped essential knowledge. Staff address pupils' misconceptions well and move on to new learning when pupils are ready. This helps these pupils to learn and remember more. Elsewhere, teachers' assessment of pupils' knowledge is less secure. They move pupils on to new learning before pupils are ready. This means that pupils struggle to apply previous learning to new content.

Leaders identify the needs of pupils with SEND accurately. They provide staff with pertinent information to support these pupils in their learning. Some staff use this information better than others. As a result, the achievement of pupils with SEND varies from class to class.

Many pupils behave well and show good manners. They concentrate on their work in lessons and do not disrupt the learning of others. However, a minority of pupils do not behave as well as they should, in classrooms or around school. Some staff do not apply the school's behaviour policy clearly and consistently.

Leaders provide opportunities for pupils to enjoy and learn from reading regularly. Leaders identify and support those pupils who find reading more difficult. There is an effective reading catch-up curriculum for these pupils. As a result, these pupils learn to read fluently and learn more successfully across subjects.

Pupils learn about age-appropriate relationships and sex and health education. Careers education informs pupils effectively about their options for further education, employment and training. Leaders are making additional changes to further bolster pupils' knowledge of life in modern Britain.

Staff told inspectors that they welcome recent changes and the higher expectations of senior leaders. Staff said that leaders support their well-being effectively and that leaders strive to ensure that they have a reasonable workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders keep staff up to date with any risks that may emerge nationally or in the community. Staff know how to spot the signs that indicate that pupils may be at risk of harm and they remain vigilant. Leaders have introduced robust systems to make sure that any concerns are recorded and acted on promptly.

Pupils know that they can seek help from staff when they need it. Staff effectively identify whether pupils require additional support from external agencies. Leaders ensure that vulnerable pupils and their families get the timely help that they need.

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

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

- In some subjects, especially at key stage 3, the curriculum remains at an early stage of development. Leaders have not finalised the essential knowledge that pupils need to learn in these subjects. This hinders teachers in designing learning that builds logically on what pupils already know and can do. Leaders should ensure that teachers are clear about the knowledge that pupils should learn in these subjects, so that pupils know and remember more over time.
- Some teachers do not deliver subject curriculums effectively. This means that some pupils, including those pupils with SEND, are unable to deepen their knowledge and understanding of subjects. Leaders should make sure that teachers are fully equipped to deliver their subject curriculums well. This will help pupils to build on their prior learning and develop a rich body of knowledge.
- Some teachers do not use assessment strategies effectively to accurately assess pupils' knowledge. This means that some pupils, including some with SEND, move on to new learning before they are ready. These pupils struggle to apply their previous learning to new content. Leaders should ensure that teachers use assessment strategies effectively to check that pupils have learned the intended curriculum as well as they should.
- Some staff do not follow the school's behaviour policy. As a result, a small number of pupils disrupt the learning of others and misbehave during social times. Leaders should ensure that these staff benefit from the training that they need to follow the behaviour policy consistently well. This will help to eradicate poor behaviour, both in class and around school.

## 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 information from Ofsted Parent View 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>	139953
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10211682
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	693
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Wootton
<b>Headteacher</b>	Liam McDaid
<b>Website</b>	<a href="http://www.sirwilliamstanier.co.uk">www.sirwilliamstanier.co.uk</a>
<b>Date of previous inspection</b>	16 October 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is part of The Learning Alliance multi-academy trust.
- School leaders do not currently make use of alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders and subject leaders.

- The lead inspector met with the chair of governors and the chief executive officer of the trust.
- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked the pupils how they learn how to keep themselves safe and what to do if they have any concerns.
- Inspectors held discussions with staff and considered the responses to Ofsted's online survey for staff. Inspectors spoke with some pupils from all year groups.
- Inspectors considered the views of the parents and carers who responded to Ofsted Parent View. This included free-text responses.
- Inspectors carried out deep dives in English, geography, mathematics, physical education and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with subject leaders to discuss the curriculum and look at samples of pupils' work from some other subjects.

### **Inspection team**

Stephen Ruddy, lead inspector	Ofsted Inspector
David Woodhouse	Ofsted Inspector
Deborah Bailey	Ofsted Inspector
Elizabeth Haddock	Ofsted Inspector

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