

Trinity St Stephen CofE Aided First School

Inspection report

Unique Reference Number	110023
Local Authority	Windsor and Maidenhead
Inspection number	356673
Inspection dates	11–12 May 2011
Reporting inspector	Paul Canham

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The governing body
Chair	Jane Burr
Headteacher	Dalwyn Attwell
Date of previous school inspection	16 June 2008
School address	Vansittart Road Windsor SL4 5DF
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons, observed six teachers and held meetings with members of the governing body, staff and a group of pupils, as well as talking with pupils in lessons. The inspectors also held discussions with parents and carers. They observed the school's work and looked at a range of documentation, including assessment and attendance information, lesson plans, safeguarding arrangements, school development planning, minutes of governing body meetings and pupils' work. Inspectors scrutinised the 87 questionnaires received from parents and carers, as well as those from staff and a sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which teachers' expectations determine the level of challenge, particularly for the more-able pupils.
- Whether improvements to assessment procedures, indicated by the school's self-evaluation, have strengthened monitoring and extended the accountability of staff and the governing body.
- The extent to which the recently formed senior leadership team, and the governing body, influence the school's direction and performance.

Information about the school

This is smaller than most other primary schools. The large majority of pupils are from families of White British heritage. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average. Pupils' special educational needs include speech, language and communication and behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is below average.

Children enter the Early Years Foundation Stage into a Reception class. Since the last inspection, there have been a substantial number of changes to staffing, including the headteacher.

The school has achieved the Activemark award, National Healthy Schools status and the Artsmark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This school provides a satisfactory education for its pupils. It has a number of good features, which include the care and support it provides within a cohesive community underpinned by Christian values.

Overall, pupils' attainment is above average and this represents satisfactory progress from their starting points. The push for consistently good teaching is evident in the school's recent work on reviewing classroom practice. However, the quality of teaching, which is satisfactory overall, is inconsistent and this is reflected in pupils' progress. Pupils are progressing well in lessons that hold their attention and where good relationships between teachers and pupils are used to lift academic expectations. However, information from assessment is not always used as well as it could be to help match activities to pupils' differing needs and to ensure that the pace of learning is always rapid enough, particularly for those who learn quickly.

Monitoring and tracking systems have been introduced and school leaders are aware of where the school is now and what needs improving. This has already had a positive impact on performance levels, especially in writing. However, monitoring procedures sometimes lack precision and are not always methodical. Detailed assessment information is not used consistently by staff to check on academic progress. Nevertheless, the school's awareness and vision are informed by an increasingly accurate self-evaluation, and the school's capacity for sustained improvement is satisfactory.

The school is successful in enhancing pupils' self-esteem, developing their confidence and strengthening their personal qualities.

Pupils' good personal outcomes are reflected in their considerate behaviour during lessons and at lunchtime. Pupils' spiritual, moral and social development is good. They show much interest and respect for different people's feelings, and are willingly involved in community projects and in fund-raising activities. Pupils have a good understanding of healthy lifestyles and keeping safe, and have a keen interest in learning about others. Their enjoyment of learning is reflected in the enthusiastic response to stimulating activities and sporting opportunities. This picture is echoed in the high levels of attendance, the questionnaires completed by pupils, and in discussions, when they indicated that they really enjoy school.

◆ Parents and carers are supportive of the school. However, some have expressed their unease about several aspects of the school's work, and especially the level of communication between school and home. This is evident in the comments made by a minority of parents and carers who returned the questionnaire. They indicated that they are not kept well enough informed about developments and the reasons behind them, or

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sufficiently involved in their children's learning. With the support of the governing body, the headteacher is beginning to resolve these issues.

What does the school need to do to improve further?

- Improve teaching so that at least 80% is good or better, by February 2012, by ensuring staff always:
 - use assessment information to adapt lesson content in response to pupils' differing needs
 - provide challenging tasks that are well paced and pitched at the right level, especially for the more-able.
- Improve the effectiveness of leadership and management by:
 - strengthening monitoring procedures and ensuring that procedures are followed systematically
 - ensuring that all staff make good use of information on pupils' progress.
- Strengthen links with parents and carers by:
 - increasing the range of methods of communicating between home and school
 - involving them more in their children's learning.

Outcomes for individuals and groups of pupils

3

Pupils' enjoyment of learning, as seen in their eagerness to become involved in engaging activities in English, mathematics and history, is a characteristic of most lessons. They work well in small groups and readily share information, showing a determination to complete the tasks and get them right. Pupils work independently of the teachers, for example when working in pairs and small groups while finding out about the kinds of illnesses and cures that were prevalent during the Tudor period. Pupils were also fully engaged when recording information in the form of a block graph. They were able to interpret the findings with confidence and suggest different ways of recording the data to include even more information. Pupils showed great satisfaction when identifying patterns made up by different numbers, for example during mathematics. However, pupils make less progress when teaching is no better than satisfactory.

Children enter the Reception year at above age-expected levels. Attainment is above average throughout the school and all groups of pupils achieve satisfactorily. School data show that levels of attainment and the rate of progress are improving securely, especially in Years 1 and 2, with strengths in reading. There are no significant variations in the rates of progress made by pupils with special educational needs and/or disabilities, or by the small number of pupils from different minority ethnic heritages. ♦

Pupils say they like coming to school because they enjoy making friends, learn lots of interesting things and enjoy participating in the sporting activities. Pupils show much interest and respect for different people's feelings, in their involvement in community projects through links with local churches, for example. In assembly, pupils sang with verve and with confidence.

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Pupils' good understanding of living healthily is reflected in the school's nationally recognised qualification. It is also evident in the way they talk confidently about the importance of eating different kinds of food and drinking fluids, the need for regular exercise and its impact on the body.

◆ Behaviour is good and pupils are respectful. The school council provides good opportunities for pupils to represent the views of others, for example with regard to the appointment of the headteacher, and the introduction of a reward system for good behaviour during lunchtime. Supported by projects that include an audit of the school's energy consumption and involvement in charitable events, pupils' personal skills are developing into important qualities that help to prepare them for the next stage in their education. ◆

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Positive relationships and questioning that probes pupils' understanding are particular strengths of teaching and learning. Topics that make links between different subjects, such as English and history, successfully capture pupils' interest and hold their attention. Consequently, pupils willingly become interested in their learning and want to discover more for themselves. However, the pace of learning is not always as rapid as it could be and some activities are not challenging enough, especially for the more-able. Assessment

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is not used consistently to guide planning, which means that tasks are not always matched effectively to the needs of different abilities. As a result, the pupils do not always learn as well as they could. Marking is generally helpful and supportive, although occasionally it does not explain exactly how pupils can improve their work.

The curriculum provides a balance between basic skills in English and mathematics and the enhancement of pupils' creative and performance skills, including music, swimming and other physical activities which are reflected in the award of the Activemark. The teaching of French adds a further dimension. Recent changes to the curriculum have led to the introduction of whole-school themes around which planning links different subjects. These themes give pupils opportunities to reinforce their learning and develop skills, including the ability to work collaboratively and those related to independent study. The use of information and communication technology is effective in enhancing teaching and learning. Pupils' learning experiences are further enriched by a number of popular clubs, residential trips, visits to places of local interest, and the use of outside subject specialists.

◆ The school provides good support for pupils' personal development and pastoral care.

The quality of pastoral care is recognised and valued by the parents and carers. One parent's comments sum up the views of others: 'Trinity is a lovely school with a strong caring environment mixed with fun and learning.' Staff know the pupils well and, with the help of key staff, close links have been established with a number of families. Attention to pupils' health and well-being is reflected not just in the wide range of opportunities for physical activity, but also in the provision of healthy school meals. Individualised programmes of support, including an early morning club, are successfully compiled for pupils whose circumstances make them vulnerable to underachievement. Close liaison with parents and carers and outside agencies, together with tailored individual attention, enables those with the greatest needs to gain confidence and self-esteem.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership and management of the school are satisfactorily embedding ambition and driving improvement. The leadership team, with support from committed staff, is sharpening its focus on key priorities for raising achievement and sustaining improvement. The school is developing a planned approach to monitoring and a greater awareness of the path the school needs to follow to increase the pace of learning. However, a number of monitoring systems have yet to be formalised to ensure that this ethos is maintained through staff changes. Information regarding pupils' progress is not analysed in sufficient

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depth by staff to check pupils' progress. The promotion of equality and approaches to tackling any form of discrimination are satisfactory.

The effectiveness of the governing body is satisfactory. Since the last inspection, the governing body has seen a high turnover of membership and has embraced training opportunities to develop expertise and challenge the school's work. The governing body has yet to hold senior leaders to account for tackling weaknesses and improving outcomes for all pupils. However, it ensures that policies are reviewed and resources are closely targeted at educational need.

Attention to pupils' safety is integral to the school's work and safeguarding procedures are securely established. Clear procedures ensure that safeguarding arrangements are followed. The school uses reliable quality assurance and risk assessment systems. Local services and agencies are used well to enhance the safety and well-being of pupils experiencing difficult circumstances as well as those with special educational needs and/or disabilities.

◆ Community cohesion is strongly promoted within the school and in the local community. Being at the hub of the community, the school demonstrates a thorough understanding of local needs and challenges through its links with outside agencies. However, the school knows that it has not yet developed links with areas further afield in this country and others to the same level, and is appropriately planning to do so. Parents and carers are, in the main, supportive of the school and play an active part in school events, including fund-raising projects.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Staff, working effectively as a team, have successfully established a welcoming environment in which children are nurtured and cherished from the start. Good links have been established with parents and carers so that children settle quickly and are eager to learn. However, the views of parents and carers are not always sufficiently well considered as part of the self-evaluation and planning process. ♦♦

♦ Lesson planning is appropriately focused on the development of children's skills, although assessment procedures have yet to be established to ensure that staff have accurate and reliable information about children's progress. Children make satisfactory progress, although high expectations are not always reflected in planned activities, especially for those who learn quickly. Support for children with special educational needs and/or disabilities, and for those whose circumstances make them most vulnerable, is good. Children listen attentively and chatter enthusiastically about their work. Children happily move from one activity to another. The school makes effective use of both the indoor and outside areas, which provide a wide range of good-quality resources to develop confidence and promote independent learning. Questioning is often used well to probe the children's understanding and capture their interest. Themed topics ensure all areas of learning are covered, with a particular focus on early reading, writing and number skills. Overall, children make satisfactory progress and enter Year 1 with skills that are generally above average.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

An much higher than average proportion of the school's parents and carers returned the questionnaires. The majority of parents and carers who returned the inspection questionnaires expressed positive views about the school's work. A minority of parents or carers made written comments. Some of these expressed considerable satisfaction with the school and included positive remarks about the caring and supportive environment, the quality of the staff and the range of learning opportunities. However, the majority of the written comments included reservations over a number of issues. These included concerns about: leadership and management and, in particular, the degree of communication between school and home; the amount of progress their children are making; and standards of behaviour. The inspection team looked at these concerns during the course of the inspection. The school is introducing a series of meetings to give parents and carers opportunities to discuss their children's learning and the school's website is in

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the final stages of development. Inspectors judged that pupils are making satisfactory progress overall, although there is scope for greater levels of challenge. Behaviour was good and almost all pupils respond well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trinity St Stephen CoE ♦ Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 130 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	61	31	36	2	2	0	0
The school keeps my child safe	40	46	44	51	0	0	3	3
My school informs me about my child's progress	14	16	49	56	19	22	3	3
My child is making enough progress at this school	15	17	49	56	18	21	1	1
The teaching is good at this school	16	18	61	70	5	6	1	1
The school helps me to support my child's learning	16	18	46	53	15	17	4	5
The school helps my child to have a healthy lifestyle	27	31	53	61	3	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	21	54	62	3	3	1	1
The school meets my child's particular needs	19	22	48	55	13	15	2	2
The school deals effectively with unacceptable behaviour	10	11	38	44	22	25	14	16
The school takes account of my suggestions and concerns	11	13	44	51	13	15	8	9
The school is led and managed effectively	13	15	44	51	16	18	11	13
Overall, I am happy with my child's experience at this school	23	26	48	55	11	13	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2011

Dear Pupils

Inspection of Trinity St Stephen CofE Aided First School, Windsor SL4 5DF

We very much enjoyed our visit to your school thank you for making us feel so welcome. This letter is to tell you about some of the things we found while we were with you. Trinity St Stephen is a satisfactory school, where you behave well, feel safe and benefit from good care and support. You told us it is also a place where you want to be, make friends, and enjoy taking part in the stimulating activities and interesting clubs. The majority of your parents and carers told us that they are happy with the school.

Here are some other important things about your school.

- You make satisfactory progress in lessons.
- You attend regularly and respond enthusiastically to activities that encourage you to think about your work.
- You make a positive contribution to the smooth running of the school and contribute successfully to local activities.
- You have a good understanding of what makes for a healthy lifestyle.

To make things even better for you, your school has been asked to:

- help you to make faster progress, especially those of you who learn quickly, by giving you more challenging activities throughout the lessons
- ensure that those in charge of the school keep an even closer eye on how you are doing
- improve communication with your parents and carers so that they have a better understanding of what you are doing and are aware of the changes being made in the school.

We wish each one of you every success in your future education and hope that you continue to enjoy learning as much as you do now. You can all help the school by continuing to work hard.

Yours sincerely

Paul Canham Lead inspector

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