

Trinity St Stephen Church of England First School

Vansittart Road, Windsor, SL4 5DF

Inspection dates 5–6 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Good improvements have been made since the last inspection.
- Children in Reception have a successful start to school and make good progress.
- Good progress continues throughout Years 1 to 4 and pupils' attainment is well above average by the end of Year 4.
- Stronger teaching has led to better progress for pupils.
- Teachers expect pupils to do their best and usually provide tasks which are well suited to pupils' different abilities and needs.
- Pupils benefit from teachers' clear demonstrations, explanations and questioning.
- Pupils are cooperative, enthusiastic and interested learners.
- Behaviour is good in lessons and around the school.
- Attendance is above average.
- Pupils feel safe and very well cared for by staff.
- The headteacher and key leaders have taken positive action to raise achievement and improve teaching.

It is not yet an outstanding school because

- Teachers occasionally set work which is not well suited to pupils' abilities, especially for more-able pupils.
- In a few lessons, pupils' learning does not move on fast enough.
- The school is working hard to strengthen the partnership with parents and carers but a few parents and carers express concerns about individual children's progress and receiving information. The school does not have a regular system for seeking parents' and carers' views.

Information about this inspection

- The inspector observed teaching and learning in 11 lessons, including some joint observations with the headteacher.
- He held discussions with the headteacher, staff, parents and carers, representatives from the diocese and local authority, members of the governing body and pupils.
- The inspector took account of the 85 responses to the online survey (Parent View) and correspondence from parents and carers.
- The inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's planning for improvement.

Inspection team

Derek Watts, Lead inspector

Additional inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- About two thirds of the pupil population are White British. Other pupils come from a range of ethnic backgrounds with Any other White backgrounds being the next largest group.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or a statement of special educational needs is also average.
- A well below average number of pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals or those with a parent or carer in the armed services.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and ensure that all teaching is at least good by making sure that:
 - teachers always set tasks at the right level for pupils' abilities, particularly for the more able
 - learning always moves on at a good pace and that pupils are fully engaged in their learning.
- Take positive action to seek the views of parents and take account of the few who have concerns.

Inspection judgements

The achievement of pupils is good

- Improvements to assessment and teaching have accelerated pupils' progress since the last inspection. Pupils' achievement has improved from satisfactory to good.
 - Many children enter Reception with levels of knowledge, understanding and skills above those typically expected for their age. They make good progress in the areas of learning because of good teaching and interesting activities.
 - Good progress continues through Years 1 to 4 and attainment by the end of Year 4 is well above average in reading, writing and mathematics.
 - The more-able pupils are usually extended in lessons and make good progress. Just occasionally, activities are not sufficiently demanding and learning slows.
 - Disabled pupils and those who have special educational needs make good progress. They
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receive good teaching and effective individual or small-group guidance and support.

- Additional funding to support the few pupils who are known to be eligible for the pupil premium is well used. In Year 4, these pupils attain similar standards to the other pupils in the year group and attain much higher levels than similar pupils nationally.
- Those eligible for the funding benefit from one-to-one tuition and records show that they often make rapid progress, especially in reading.
- Most pupils are articulate and confident speakers. They make good progress in applying their speaking and listening skills because of the good opportunities provided to discuss their learning. They respond well to teachers' effective questioning.
- Pupils are avid readers and clearly enjoy reading at school and at home. They make good progress in reading because of the school's effective programme for the teaching of reading and the good support they receive from home.
- The school has successfully raised pupils' achievement in writing, especially for boys. Pupils write for a range of purposes. Their writing is lively and imaginative. Grammar, punctuation and spelling are accurate. Pupils' handwriting is well developed and most take care and pride in their presentation. Pupils in Year 3 made good progress in persuasive writing. They used alliteration, adjectives and powerful verbs effectively to promote the merits of their school.
- Pupils achieve well in mathematics. Pupils in Year 2 made good progress in investigating and creating nets for different three-dimensional shapes. One group rose to the challenge of investigating the nets of pentagonal and hexagonal prisms.

The quality of teaching

is good

- There have been good improvements to teaching. Expectations of what pupils can achieve have been raised and teachers use assessment information more effectively to plan lessons.
- Pupils show admiration and respect for their teachers and told the inspector, 'Teachers help you when you are stuck', 'Our teachers are kind' and 'They explain things clearly.'
- In Reception, children are provided with a range of interesting indoor and outdoor activities. There is a good blend of adult-led activities and those chosen by the children. Children have good opportunities to explore and be creative. For example, the Chinese Restaurant role play area promoted creativity and language well.
- Teachers' demonstrations, explanations and instructions are clear and informative. These promote learning well. Pupils are attentive and make good gains in their learning.
- Discussions and drama are used well to develop speaking and listening skills and to generate ideas for writing. Audio and visual stimuli are also used well to generate ideas for writing. For example, in a successful Year 4 lesson, the teacher used the sound effects from a film clip to help pupils to describe a setting clearly using imaginative vocabulary. Essential reading skills are taught effectively through a discrete, regular and well-structured programme. Pupils show a very secure knowledge of letter sounds and 'tricky words'.
- Technology is used well to support teaching and learning. Pupils in Year 1 different tools and techniques on computers to design and create a range of colourful flower patterns.
- In the main, teachers use information about pupils' attainment effectively to plan teaching and to match tasks to pupils' different abilities needs. As a result, pupils are challenged well and make good progress in acquiring knowledge and deepening their understanding. Just occasionally, tasks are not sufficiently suited to the more able.
- At times learning can slow when teachers' introductions are too long and pupils and pupils not sufficiently involved in their learning.
- Teaching assistants are well deployed and make an effective contribution to pupils' learning, particularly for those who need additional help with literacy and numeracy skills.
- Teachers provided constructive and helpful feedback to pupils. This motivates the pupils and helps to move their learning on. Good opportunities are also provided for pupils to review their learning.
- The marking of pupils' work is effective. Detailed comments recognise good work and provide clear comments to guide improvement. Pupils find their teachers' marking helpful and useful.

The behaviour and safety of pupils are good

- The school has successfully maintained and built upon the good behaviour and safety reported in the last inspection.
- Children in the Reception have settled well into school because of the school's caring and positive atmosphere. Adults establish strong relationships with the children. The children grow in confidence and they relate well to adults and to their peers. Children participate with enthusiasm in their learning and behave well.
- Most of the parents who responded to Parent View stated that their children were happy, safe and well looked after. These positive views reflect the findings of the inspection.
- In Years 1 to 4, pupils show a keen interest in their learning. They are cooperative, considerate and relate positively to adults and to their classmates. The pupils remarked, 'Making friends is easy in our school' and 'People are kind to each other.'
- Behaviour is good in lessons, in the playground and in other parts of the school. Records of incidents show that behaviour is good over time and that effective action is taken to deal with unacceptable behaviour.
- Pupils show a good understanding of bullying and the different forms it can take, including name-calling and physical bullying. Pupils reported to the inspector that bullying was unkind and did not happen in their school.
- Pupils enjoy coming to school and attendance levels are above average.

The leadership and management are good

- Since the last inspection, the headteacher, key leaders and staff have successfully focused on raising pupils' achievement and improving teaching.
- The headteacher, subject leaders and governors have a clear overview of the school's strengths and improvement points. Effective action has been taken to bring about needed improvements.
- The local authority has provided effective support in the school's drive for improvement. This has included developing leadership and teaching. The school has responded well to advice, support and training.
- There has been a clear emphasis on strengthening teaching. The headteacher and a local authority adviser observe classroom practice and provide constructive feedback to teachers.
- Procedures for reviewing staff performance and setting annual improvement targets are working well. Targets to help teachers improve their practice are well linked to pupils' progress and to the school's improvement priorities. Good quality training, including developing pupils' talking and writing skills, have contributed to the improvements to teaching.
- The headteacher and governors ensure that decisions about staff promotion and salary increases are well linked to a teacher's responsibilities, their performance and the progress that pupils make.
- An interesting range of subjects and topics promote good achievement and enjoyment for pupils. Pupils particularly like the extra clubs and educational visits which enrich their learning.
- All groups of pupils have equal access to all activities provided and the school strives to ensure that different groups of pupils do as well as they can. Discrimination in any form is not tolerated.
- Pupil premium funding is properly planned and allocated. Pupils eligible for the funding are receiving well-targeted one-to-one tuition.
- The school has made clear efforts to strengthen its partnership with its parents and carers. There was a good return rate for the online survey. From the results, most parents and carers are pleased with the care and education provided. Several parents and carers wrote to the

inspector praising the work of the school and the improvements being made. Parents and carers welcome their involvement in the school's vision, the phonics presentation and the learning blogs on the school website.

- By contrast, a small minority of parents and carers expressed concerns about pupils' progress, leadership and information about their child's progress. The reporting of pupils' progress has recently been improved. However, the school does not have a regular system of seeking parents' views, collating the findings and taking steps to address concerns. Leaders and governors are keen to further improve the partnership with parents and carers.

- **The governance of the school:**
 - Governance is effective. Members of the governing body bring a good range of skills to the school. They are enthusiastic and supportive. The governors have a good understanding of the school's performance and how it has improved. They have a clear overview of pupils' progress and the quality of teaching. This good understanding enables them to challenge the leaders and to hold the school to account. Governors understand recent requirements relating to management of staff performance. They check how the pupil premium funding is spent and the impact the actions have on pupils' achievement. Governors have attended a range of relevant training to improve their effectiveness further. All safeguarding procedures meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110023
Local authority	Windsor and Maidenhead
Inspection number	405267

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

Type of school	First
School category	Voluntary aided
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Kirsti Parsons
Headteacher	Dalwyn Attwell
Date of previous school inspection	11–12 May 2011
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