

# Inspection of St Edward's Royal Free Ecumenical Middle School, Windsor

Parsonage Lane, Windsor, Berkshire SL4 5EN

---

Inspection dates: 21 and 22 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Good

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

Leaders have cultivated a school community that values many forms of success. They have placed the development of well-rounded individuals at the centre of their school. Pupils' positive contributions to wider school life are encouraged and celebrated equally, alongside their academic successes.

Pupils enjoy a wide range of interesting activities to nurture their talents and support their personal development. These include participating in sports clubs, charity events and in-school competitions. The 'Key Stage 3 Pledge', for example, recognises and celebrates pupils' positive actions within the school and local community.

Pupils demonstrate a strong understanding of the school values. Staff have high expectations for all pupils and provide a plethora of opportunities for them to embody each value. Pupils are proud to belong to the school and feel well prepared for their next stage of education.

Bullying is very rare because pupils treat each other with kindness and respect. Pupils feel welcome and fully included in the school. They trust that adults will listen to and resolve any worries that they might have.

Parents value the care that staff give. As one parent commented, 'We are extremely happy with our child's experience, progress and opportunities. We feel very privileged to have such a fantastic school on our doorstep.'

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

Leaders have high aspirations for all pupils. There is a strong commitment to equip pupils with the tools they need to succeed regardless of their starting points. Pupils enjoy a broad and ambitious curriculum. Leaders have thought carefully about the content staff teach and the order in which it is taught. Teachers have extensive subject knowledge and explain ideas carefully to support pupils' understanding. However, in certain subjects, pupils are not sufficiently clear about what they need to do to improve. In some cases, this is because teachers are not checking routinely what all pupils know and remember. In other cases, some teachers are not providing pupils with the time they need to make improvements before moving on to new knowledge. In such cases, misconceptions in learning are arising and not always addressed by teachers.

Pupils behave very well in lessons and around the school. Classrooms are calm places where learning is very rarely disrupted. However, leaders are working on ensuring that staff and pupils have a consistent understanding of the behaviour policy. Although staff expectations are high, the policy requires further embedding to ensure that it is applied effectively across the school.

Pupils with special educational needs and/or disabilities (SEND) are carefully identified by leaders. Most pupils benefit from a range of support to meet their needs. This includes interventions to help pupils who have the greatest needs, including support for struggling readers. There are some pupils with SEND that do not yet receive high-quality regular support in class. This means that some pupils with SEND are not able to make the best progress. The recommended strategies to support teachers to respond to the needs of all pupils need to be clearer and more detailed.

The personal development of pupils is a clear strength of the school. Leaders have carefully considered the knowledge pupils need to know to make informed decisions about how to stay safe. The personal, social and health education curriculum teaches important and locally relevant themes, including water safety. In addition, 'Citizenship Week' features three times per year and 'Careers Week' once a year, which provide further opportunities to reinforce important knowledge. Pupils also speak confidently about the knowledge they learn through assemblies and how information is linked to other curriculum subjects, including physical education (PE) and science. There are a broad range of activities and leadership opportunities for all pupils to become involved in within school. These include being a 'reading buddy', 'sports leader' and 'eco-monitor'.

Staff feel very well supported by leaders. They are overwhelmingly positive about working in such a considerate and professional community. Staff value the wealth of carefully selected training opportunities that leaders have provided. However, the training that staff are completing is not yet having a demonstrable impact on the quality of teaching and learning. Leaders are aware of this and have detailed plans in place to continue improving the quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have clear systems and structures in place to keep all pupils safe and secure. Pupils know how to report any worries or concerns they might have. Staff are well trained to respond to pupil concerns. Leaders have a thorough understanding of the local area and have trained their staff to respond appropriately to the needs of the school community. Clear and detailed record-keeping demonstrates the swift actions leaders take to ensure the safety of all pupils. They work well with external agencies to make sure families get help when needed.

Through taught lessons and assemblies, pupils develop a useful knowledge of the world around them and how to stay safe.

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

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

- In some subjects, pupils are not provided with regular opportunities to show what they understand. Furthermore, pupils do not always understand the verbal and written feedback they are given. This means that some pupils have misconceptions, or gaps in their knowledge. Leaders must ensure that teachers regularly check pupils' understanding to provide feedback that is purposeful. They must also make sure that pupils have the time to make improvements before they are moved on to more complex content.
- Some pupils with SEND are not yet receiving the necessary support within their lessons. This means that some pupils with SEND are not yet making the progress in their learning that they could. Leaders need to ensure that teachers are provided with clear guidance to support all pupils and that the support in place is closely monitored.

## 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.

## 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>	110086
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10241927
<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	9 to 13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	482
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kevin Oakley (co-chair) Louise Corfe (co-chair)
<b>Headteacher</b>	Nina Adamson
<b>Website</b>	<a href="http://www.sterf.org.uk">www.sterf.org.uk</a>
<b>Date of previous inspection</b>	6 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England joint Catholic School within the Dioceses of Oxford and Portsmouth. The school's last section 48 inspection took place in November 2015. Joint schools of this particular nature are expected to be inspected from September 2023.
- Since the previous inspection, there have been changes to the leadership of the school. The current headteacher has been in post since September 2020. More recently there have been changes in the deputy head and the SEND coordinator. There have also been changes in governance, with two new co-chairs starting in September 2021.
- The school does not currently use any alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Year 8 with impartial advice about technical educational, qualifications and apprenticeships.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school 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 reviewed a range of documentation and relevant school policies, including the school development plan.
- Inspectors carried out deep dives in these subjects: English, mathematics, PE and geography. 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 visited lessons across other curriculum areas, including science and design technology.
- Inspectors held meetings with members of the governing body, a local authority adviser and representatives from both the Portsmouth and Oxford Dioceses.
- Inspectors reviewed the arrangements for safeguarding by looking at relevant documentation, staff recruitment checks and training records. The inspectors also talked to a range of staff and pupils.
- Inspectors spoke with staff and pupils to gather their views. They considered 188 responses to Ofsted's online survey, Parent View, including 105 free-text comments. Inspectors also took account of 41 responses to the staff survey and 19 responses to the pupil survey.

## Inspection team

Hanna Miller, lead inspector

His Majesty's Inspector

Julia Mortimore

Ofsted Inspector

Mike Boddington

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022