

Inspection of a good school: St Stephen's C E Primary School

Winchester Road, Twickenham TW1 1LF

Inspection dates:

21 and 22 February 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

St Stephen's is a warm and welcoming place. The motto, 'building each other up in love and learning', underpins all aspects of the school's work. Relationships at the school are respectful and nurturing. Pupils enjoy coming to school and make the most of the extensive range of opportunities provided. Pupils are kept safe. They know they can talk to staff if they have a concern. Pupils thrive in this environment.

Staff have consistently high expectations of what pupils can achieve. The school has designed the curriculum to offer a broad range of subjects. The school's focus on high ambition for all, including those with special educational needs and/or disabilities (SEND), ensures that teaching introduces new learning in clear and manageable steps. Pupils with SEND follow the same ambitious curriculum and receive extra help if they need it.

Pupils behave very well. They make a tangible contribution to the life of the school. They take on a range of responsibilities, such as school council representatives and reading leaders. They have highly positive attitudes to their learning. Older pupils are excellent role models for younger pupils. They follow the school's expectation of being an 'upstander' and doing the right thing. Pupils are very appreciative of the wide range of clubs and visits the school offers.

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

The curriculum is ambitious and meets the needs of pupils well. The school has considered precisely the knowledge that pupils will learn. This has been carefully sequenced across subjects so that pupils build their knowledge and understanding over time. For example, in geography, children in early years explore the sense of place,

creating visual maps of the school grounds or their home street. This is built on in key stage 1 when pupils learn about physical and human features of the local area. This is further extended through the comparison of human and physical features of Southall and Richmond, which pupils study in Year 3. In this way, the curriculum enables pupils to remember, apply and practise their knowledge, building on what they have learned previously. Staff work closely with a local secondary school to ensure that pupils are well prepared for the next steps in their education.

The school has placed emphasis on high-quality professional and subject-specific professional development for staff. This includes training, coaching and bespoke support. Teachers have strong subject knowledge. They plan activities which are purposeful and allow pupils to make connections in their learning. They check pupils' understanding regularly and address any misconceptions that pupils may have. This helps pupils to tackle more complex ideas and concepts with confidence. Pupils achieve very well across the curriculum, including those with SEND.

The school has prioritised the importance of reading. Right from the start of Reception, reading sits at the heart of the school's curriculum. Staff have received comprehensive training and they teach phonics with precision. Pupils, including those with SEND, have regular opportunities to practise reading books which are carefully matched to the sounds they are learning. Pupils gain the secure foundations they need to develop fluency and confidence in their reading. Staff use assessment well, to identify any pupil who struggles and ensure that they receive the support they need to catch up quickly. The school promotes a love of reading through each year group. Pupils talk enthusiastically about the books they enjoy.

The school has ensured that there are effective systems in place to identify the needs of pupils with SEND. They communicate this information effectively to all relevant staff. This helps teachers to make effective adaptations to the planned curriculum where they are needed.

The school has high expectations of pupils' behaviour. Children settle quickly into established routines in early years. Pupils are highly positive in their attitudes and actively support the well-being of others. They behave consistently well. If they struggle on occasion, the school is swift in providing the support they need. Pupils attend well. The school takes effective action if any patterns of concern are identified. Staff work with a range of external agencies to identify the most effective strategies to support pupils' well-being.

The school has a rich and varied curriculum for personal development. For example, pupils learn about how to look after their physical and mental health. They value learning about the importance of equality and diversity. Pupils appreciate and celebrate difference in the world. They relish opportunities to discuss views and opinions that may be different from their own.

Governors are well informed and maintain effective oversight of the school's work. They have received relevant training and hold leaders to account. Parents and carers are overwhelmingly positive in their views of the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102915
Local authority	Richmond upon Thames
Inspection number	10323345
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Alice Bishop
Headteacher	Elizabeth Bachour
Website	www.st-stephens.richmond.sch.uk
Date of previous inspection	5 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.
- The school has a Church of England religious character. The school had its last section 48 statutory inspection of Anglican and Methodist schools in October 2023.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector held meetings with the headteacher and other senior leaders. The inspector met with governors, a representative from the Diocese and the school improvement partner.
- The inspector carried out deep dives in early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample

of lessons and spoke with teachers. The inspector spoke to pupils about their learning and looked at samples of their work.

- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector gathered the views of pupils, parents and carers, and staff through both discussion and their responses to Ofsted's online surveys.

Inspection team

Russell Bennett, lead inspector

His Majesty's 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 looked after children, 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024