

# St Stephen's Church of England Junior School

## Inspection report

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<b>Unique Reference Number</b>	102915
<b>Local Authority</b>	Richmond Upon Thames
<b>Inspection number</b>	308163
<b>Inspection date</b>	27 March 2008
<b>Reporting inspector</b>	Barry Jones

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nick Jones
<b>Headteacher</b>	Miss Elizabeth Stubbs
<b>Date of previous school inspection</b>	13 October 2003
<b>School address</b>	Winchester Road Twickenham TW1 1LF
<b>Telephone number</b>	020 8892 3462
<b>Fax number</b>	020 8744 9121

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<b>Age group</b>	7-11
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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Is the school being successful in accelerating progress in mathematics?
- How well do pupils with learning difficulties and disabilities progress and why?
- How effective are the school's strategies for cross-curricular learning, particularly in promoting pupils' literacy, numeracy and ICT skills?

Evidence was gathered from performance data, external monitoring, observations of teaching and the work produced by pupils. Parents' questionnaires and discussions with parents, children, the chair of governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

St Stephen's is larger than average. The proportion of pupils eligible for free school meals is well below average. The proportion of pupils from minority ethnic backgrounds is broadly average but increasing. Very few of these pupils are at the early stages of learning English. There are fewer pupils with learning difficulties and disabilities than usually found in a school of this size. These pupils are mainly identified as having dyslexia and/or dyscalculia. The school has Healthy Schools and Sportsmark status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

St Stephen's is a good school. Pupils achieve well. Its caring ethos and Christian values underpin the pupils' excellent personal development. Consequently, pupils are prepared well for moving on to secondary school. Most parents are appreciative of the school's efforts and as one wrote, 'Teachers and support staff are committed to nurturing each child'.

Pupils start with attainment that is above average generally, although there are variations from year to year. They make good progress as a result of the good teaching and attain standards that are usually well above average overall. Progress is consistently good in English and was outstanding for pupils leaving in 2007. The good teaching of English lessons is boosted by the appropriate emphasis being given to developing pupils' literacy in meaningful contexts in other subjects. For instance, pupils described how using different ways of writing in geography and history helped them to improve their writing skills. There is more fluctuation from year to year in results for mathematics and science. The school reacts rigorously to any identified dips in performance. For example, results in Year 6 tests in science fell in 2006. After careful analysis, the school strengthened the monitoring of pupils' progress and introduced additional classes for targeted pupils in Year 6. Consequently, results in 2007 returned to their previously high level. Some pupils make slower progress in mathematics and fewer pupils attain the highest level than in English or science. The school is adopting similar strategies to those that worked so well in science and additionally is making more use of computers to aid pupils' mathematical development. It is too soon to judge fully the effectiveness of these measures, but the school's monitoring shows that there are dips in performance in Year 5, which is a concern for a significant minority of parents. However, it also shows that progress has accelerated in most classes.

Adults are good role models and pupils respond positively. Relationships are excellent between all members of the school community. Pupils say that everyone shows tolerance and respect for other beliefs and cultures. There are many opportunities for pupils to take responsibility. They do so willingly. The school council is very active and says that its views are valued. It has contributed to the school review of the curriculum as pupils were able to identify topics that had been repeated in different classes without going into more depth. This contributed to the improvement in science results in 2007. As the pupils said, 'lessons are more interesting now'. Another pupil added that, 'I like the fact that we have more mathematical games'. The governors delayed sending to parents a home-school agreement in order to adopt changes recommended by the school council. Behaviour is exemplary and pupils feel very safe.

Aspects of the curriculum are outstanding. There is excellent provision for health education and pupils understand very well healthy-living issues. This is supplemented by the rich range of extra-curricular sports activities. The many opportunities for pupils to engage in creative work is a considerable strength. For instance, Year 4 pupils spoke very enthusiastically about work they had done as part of their project on India. This contributes significantly to pupils' enjoyment. Their interest is also stimulated by a range of visitors and visits including residential trips in Years 4 and 6. Teachers use computers imaginatively. Their effective use of interactive whiteboards adds interest to the lessons for pupils. There are also ample opportunities for pupils to use computers in a variety of contexts. This enables pupils to use their good computer skills to learn in other subjects too. The school makes good use of cramped accommodation. High quality displays of pupils' work enliven the careworn building, which the school recognises need refurbishment. The school has been innovative and there is some exciting work. However, until recently it did not check carefully enough that all subjects were being covered fully with

the increased use of cross-curricular themes. The school has now reviewed its provision and found there were minor gaps in some subjects and repetition in others. Appropriate changes to the curriculum are planned but not yet implemented.

Pastoral support is good and staff know the pupils well. The school works well with other partners to ensure that vulnerable children are cared for well. The school is supporting parents to help their children who have particular difficulties with reading. There are no underachieving groups. However, a few vulnerable pupils did not make the expected progress in the 2007 Year 6 tests, partly because of below average attendance. The school has taken steps to address this and analysis of its own data shows they are now making good progress. Generally, procedures for promoting attendance are robust, and it is above average. Academic guidance is good. Teachers give constructive feedback to pupils and so they know what they have to do to improve.

The headteacher provides good leadership and is supported well by her management team and through the hard work of the staff. The school uses evidence well and consequently knows its strengths and weaknesses. This means that the right priorities for improvement are identified in the school development plan. The school is forward looking and seeking to improve further. For instance, it is rightly proud of its successful integration of modern foreign languages into the curriculum and of the high standards attained by the pupils. The governors are very supportive of the school. Under the astute leadership of their new chair they have recently extended their monitoring role and now act as effective critical friends to the school. Given its good track record and continuing development, the capacity to improve further is good.

### **What the school should do to improve further**

- Ensure that pupils make good progress in mathematics.
- Ensure that the curriculum covers all subjects fully.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

03 April 2008

Dear Pupils

Inspection of St Stephen's Church of England Junior School, Twickenham, TW1 1LF

Thank you very much for your help and cooperation when I inspected your school. You told me that St Stephen's is a good school and I agree. You enjoy coming to school and feel safe there. Your school council members do well on your behalf and told me that their views are valued. For instance, their views have been taken into account when changing the way science and other subjects are taught. They represent you very well. Year 4 pupils talked very enthusiastically and with confidence on their project on India. They were rightly proud of their work and the continuing links with the Indian village.

I agree with you that St Stephen's is a good school. These are the things that I particularly like about your school.

- You do well in your work, particularly in English.
- You behave exceptionally well.
- You mature into responsible young people.
- There is a thriving community and you get along well with one another.
- You have good teachers who make lessons interesting and work hard for you.
- The school provides a rich diet of activities, both in class and after school.
- The school is led well by the headteacher and her team.

The school is keen to do even better. For instance, it very much wants to improve the site so that you can do more things, for instance work in groups. I have also asked the school to ensure that:

- you do as well in mathematics as you do in English
- all subjects are taught as much as they should be.

For your part please ask if you do not understand. The teachers will be very pleased to help you.

And finally, thank you very much for your kind gift of Indian tea. I wish you continuing success in the future.

Barry Jones

Lead Inspector