

Trinity St Stephen CofE Aided First School

Inspection report

Unique Reference Number	110023
Local Authority	Windsor and Maidenhead
Inspection number	310179
Inspection date	16 June 2008
Reporting inspector	John Earish

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	5-9
Gender of pupils	Mixed
Number on roll	
School	123
Appropriate authority	The governing body
Chair	Miss E J Burr
Headteacher	Mrs S Stratton (Acting)
Date of previous school inspection	24 May 2004
School address	Vansittart Road Berkshire Windsor SL4 5DF
Telephone number	01753 862540
Fax number	01753 622987

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Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school. The inspector looked particularly at pupils' progress and standards as they move through the school, the impact of initiatives to raise standards and the quality of provision, and the way success is evaluated. The inspector met with staff, governors and pupils. Parts of some lessons were observed, parents' questionnaires and a sample of pupils' work were examined and school information, including self-evaluation, was scrutinised. 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 the report.

Description of the school

This smaller than average primary school serves central Windsor. It is popular and oversubscribed. Almost all of the pupils are of White British heritage with a small number from other, mostly Asian, backgrounds. The number of pupils eligible for free school meals is well below the national average. The proportion of pupils with learning difficulties, particularly those who struggle with reading and writing, is similar to that found nationally. The school has achieved a number of awards including Healthy Schools Status, Sport England Activemark and Artsmark. The school is being lead by an acting headteacher. A newly appointed headteacher will take up his post from the start of the autumn term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils achieve well and their personal development and pastoral care are outstanding. Children are adamant that school is enjoyable because, 'You are part of a big family where every one cares for each other and teachers make the learning fun'. Parents too, believe the school '...nurtures individuality and provides a wonderfully creative atmosphere in which pupils can flourish both intellectually and personally'. However, some parents expressed concerns about the number of children in Year 1. Governors have formulated a plan of action to address these concerns in partnership with the new headteacher. This will shortly be shared with parents.

By the end of Year 2, standards are well above average in reading, writing and mathematics. Standards have improved each year since the last inspection and have been significantly better than average for the past two years. Pupils in the current Year 2 are on track to attain well above average standards in reading, writing and mathematics again this year. Tracking information shows that all groups of pupils continue to make good progress and achieve well above average standards overall in Years 3 and 4. Those pupils who struggle with reading and writing, and those very few whose first language is not English, also make good progress and achieve well.

Achievement is good because teaching and learning are good. Teachers relate very well to their pupils and have high expectations of their work and behaviour. Levels of challenge are good because class teachers have an accurate overview of each individual's performance and set realistic yet challenging targets for them to achieve. However, occasionally the introductions to lessons are overlong. This reduces the time for pupils to explore their own ideas and be responsible for their own learning, so their progress is not as rapid as it could be.

Another reason behind the school's success is the outstanding level of pupils' personal development including their spiritual, moral, social and cultural development. Pupils are exceptionally well cared for and as a result, behave extremely well, treat each other with great respect and very willingly respond to the many opportunities to accept responsibility. They make an excellent contribution to their community, involving themselves as monitors, playground buddies, and play leaders. They take a strong part in decision-making through the school council. For example, the councillors have helped contribute ideas for the successful development of the school playground. Pupils' determination to succeed and very good attendance are further evidence of their enjoyment and commitment to learning. This is excellent preparation for future life and learning.

Care, guidance and support are good overall with exceptional strengths in all aspects of pastoral care. Class teachers are diligent at checking pupils' progress and using the information to plan challenging tasks and activities. Pupils are involved in assessment and target setting in English and science. They believe it helps them become more knowledgeable about what they need to improve. However, this is not yet been developed in other subjects.

The curriculum is of good quality. It meets the basic academic needs of pupils well, and supports their social and personal development extremely effectively through initiatives to encourage healthy living and staying safe. Teachers are increasing the links between the different subjects including the use of information and communication technology to support pupils' learning. In addition, the focus weeks, residential trips, clubs and activities add much to pupils' motivation to learn, work hard and succeed.

A new headteacher will lead the school from the beginning of next term. He already has plans for building on past successes and developing the school strategically. Standards continue to rise each year in reading, writing and mathematics, but not at the expense of the wider curriculum. The school is rightly very proud of this achievement. Subject managers share a clear and accurate understanding of how to maintain high standards. Their good teamwork and leadership are securing further improvements. However, the school recognises that the systems for monitoring these improvements do not help it to measure easily the impact of changes, in terms of improved performance against its challenging targets. Governors, too, recognise that this makes it harder for them to hold the school to account. They are exploring new ways of communicating with parents, a significant minority of whom seek improvements in this area of provision. The school has continued to improve since the last inspection and the drive and enthusiasm of school leaders ensure that it has good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

When children start school, their skills and abilities are generally above those expected of four year olds. Children do well because they are extremely well looked after and benefit from good teaching and support. By the start of Year 1, almost all attain the early learning goals expected for their age, and many exceed them. There is a good range of structured opportunities for children to develop their knowledge and skills both indoors and out. Adults ensure a good balance between activities chosen by the children and those planned for them by the teacher.

What the school should do to improve further

- Build on the good start made in English and science to involve pupils' more in their own assessment and targets setting, so they have an even better understanding of how to improve.
- Review the systems for monitoring the impact of school improvement so that senior managers and governors can measure easily its impact in terms of improved performance.

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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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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	1

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3
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

27 June 2008

Dear Pupils

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

Thank you for being so friendly and helpful when I came to inspect your school recently. I really enjoyed talking to you about what you do and looking at your work. I am writing to tell you what I think about how well you are getting on and how well your school is helping you to learn.

I was very much impressed with your friendliness and your extremely sensible and helpful attitudes towards each other. You listen very carefully to what your teachers have to say and learn a lot in lessons. As you say, your teachers make learning interesting and fun and there are many exciting things to do such as drama, painting, gardening and many physical activities.

You go to a good school that prepares you well for the next stage of your learning. To make it even better, I am asking your teachers to give you even more opportunities to be involved in assessing your own work and setting your own targets, so you have an even better understanding of how to improve your work. Your teachers want to make your school better in every way. I am asking them to look at different ways of measuring their success at achieving this. I am sure you will help them. In return, I want you to continue to listen to what your teachers have to say and work hard to meet the targets set for you. I hope that you have great success in the future.

Yours sincerely,

John Earish

Lead Inspector