

St Stephen's Church of England Junior School

Inspection report

Unique Reference Number	102915
Local Authority	Richmond upon Thames
Inspection number	355284
Inspection dates	16–17 September 2010
Reporting inspector	Susan Thomas-Pounce

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	343
Appropriate authority	The governing body
Chair	Nick Jones
Headteacher	Elizabeth Stubbs
Date of previous school inspection	17 September 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons and saw 14 teachers teach. Meetings were held with senior and middle leaders, governors and pupils. Inspectors observed the school's work, and looked at the written records for tracking pupils' progress, the school improvement plan, local authority reviews and a range of school documents. The inspection team analysed questionnaires completed by 129 parents and carers, 75 pupils and 12 staff. They also held discussions with several individual parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The quality of learning for pupils and the progress they make.
- How well teachers use assessment to plan lessons which meet the individual needs of pupils.
- The impact the leaders and managers at all levels have, including governors and middle leaders, to ensure high quality outcomes.

Information about the school

The school is much larger than the national average for primary schools. Only a very small minority of pupils are known to be eligible for free school meals. There are few pupils from minority ethnic groups or whose first language is not English. The proportion of pupils who need support for their behavioural, language or physical needs is below that typically found, although the proportion with a statement of special educational needs is average. The school holds a number of awards including recognition of its work to promote healthy lifestyles.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Stephen's is a good school. It has a number of considerable strengths. The school's Christian values of respect and care for others underpin all its work and give the education of pupils a firm foundation. The many partnerships with outside organisations make an outstanding contribution to the school's provision and help it make the best use of the cramped school accommodation. There is excellent support, guidance and care for every child. The school has continued to improve since its last inspection, sustaining its good overall effectiveness.

Pupils' behaviour is outstanding and this contributes to their success in lessons. Achievement is good and attainment at the end of Year 6 is above average. An above average proportion reach higher levels in English and mathematics. The impact of assessment is good because it enables all pupils to progress well. Pupils say they are extremely safe and they show an exceptionally strong commitment to leading healthy lifestyles. They are keen to take part in sporting and musical activities and confidently represent the school in the wider community. For example, pupils recently made a film on location entitled 'Where do apples come from?' Great fun was had devising recipes and cooking in front of a film crew and an audience.

Good progress has been made in developing all teachers' skills and understanding. High quality development programmes for teachers have led to improvements in the organisation of teaching and learning. The school rigorously tackled a dip it experienced in mathematical attainment. It can now show evidence of improved progress and attainment in mathematics for all pupils, as a result of well-targeted additional support. Good quality teaching ensures that all pupils achieve well, including those who have additional learning needs. Everyone understands that there is more to do, however, to move this good school to the outstanding school it seeks to be. Although lessons are purposeful and well planned, sometimes the work is not matched sufficiently to pupils' abilities. Pupils' books are marked regularly but the quality of marking varies between teachers and over time. Advice is not systematic enough to ensure that pupils know what they need to do to improve. Similarly, the best practice agreed by the school, of having fold out targets in books to support individual learning targets, is not universal. However, there are always supportive comments, and awards are given for good work.

The opportunities to contribute to the local community and the good curriculum successfully capture pupils' interests and promote their personal development very well.

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Pupils enjoy a wide range of visits and community activities. They leave school with a good set of basic skills, well prepared for secondary school. Pupils worked hard to gain a significant number of signatures to a petition 'Send my friend to school'. They showed their concern for those less fortunate than themselves through this project, which included designing, making and sending a giant scarf to the Prime Minister. This was a reminder of the promise of equality of educational access made by world leaders and is an example of how exceptionally well the pupils in this school cooperate with each other and care for others.

The headteacher, ably supported by a strong leadership team, is effective in building a sense of common purpose to raise pupils' achievement. School staff are supported by a well-informed and competent governing body. The school's good capacity to sustain improvement is based on accurate monitoring and evaluation. Because it knows itself well, plans for improvement are relevant and realistic. Issues from the previous inspection have been successfully addressed.

What does the school need to do to improve further?

- Extend the core of good teaching and learning by: ensuring that work in lessons is matched to the full range of pupils' abilities.
 - ensuring consistency in the quality of marking and in the use of individual learning targets so that pupils know how to improve their own work
 - ensuring that work in lessons is matched to the full range of pupils' abilities.

Outcomes for individuals and groups of pupils

2

Pupils make good progress and their enthusiasm for learning is a major factor in their gaining above average attainment by the end of Year 6. Both their responses in lessons and the work in their books indicate continuing good achievement. Inspectors saw pupils working well together, concentrating, listening carefully to instructions and keen to do their best. There has been a particularly strong rise in the attainment of pupils of all abilities in mathematics, an issue raised at the last inspection. The pupils' above average attendance reflects the school's effective strategies for promoting it.

Pupils have an excellent knowledge of how to keep safe in different situations. They show a good understanding of the positive moral values the school promotes, which is reflected in their outstandingly good behaviour. They are reflective and tolerant and have a good understanding of the importance of giving back to the broader community. Pupils are involved in many activities, including running stalls at a local fair and singing at various care homes. Alongside this, pupils also understand very well the importance of healthy living. The curriculum is helping them to develop an increased understanding of cultures and faiths beyond their own direct experience. Pupils achieve well in music and many learn to play instruments.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good, with some outstanding practice. The ethos of the school ensures that all pupils and teachers work closely and harmoniously. Pupils therefore are well prepared to learn and teachers are able to build on this. In lessons, teachers look at pupils' work, judge the progress they have made, and then support their learning, enabling them to progress well. However, there are inconsistencies in the quality of marking and in the match of work to pupils' needs, particularly for the middle attainers. Lesson preparation is improving and teams of teachers are now supporting and challenging each other in their year teams to develop good lessons to match the needs of all the pupils. Teaching assistants make an effective contribution to the learning and progress of those pupils who have additional needs.

The curriculum has improved since the last inspection because there has been a thorough review and refreshment of the provision. In addition to well-planned work across the areas of learning, very good opportunities are provided for pupils to develop

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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skills in sports and the performing arts. All pupils are taught Spanish and French. As a result, by the end of their time in school, pupils have gained a clear understanding of the basics in both languages. There is a wide range of activities, clubs and sports for them to participate in during lunchtime and after school. Curricular provision for more able pupils is very good. The school is constantly seeking new ways to motivate and challenge these pupils and has widened opportunities within and beyond the school. The curriculum is extremely well supported by links to the outside world, through parents, the local business and church communities. There are also good international links. All these add richness to the life of the school so that pupils develop a wide understanding of the world that surrounds them. Excellent partnerships with local schools, and with local authority and community services, ensure that all pupils are valued and included.

The raising of attainment in mathematics has been brought about through sharply focused curriculum development. Systematic and thoughtful support for raising the level of understanding of staff of the principles and practice of mathematics has been provided. Teaching schemes that staff can confidently and successfully deliver have been developed. Those pupils who find learning more difficult are supported well because both teachers and assistants help pupils to think through and explain their work.

There is outstanding care, guidance and support of pupils. Staff know the pupils extremely well and they have made good use of tracking systems to support those pupils who are at risk of falling behind. Very effective interventions support pupils who find learning difficult. As a result of effective support these pupils make good progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has set a very clear direction for the work of the school. She has, with strong support from her senior team, successfully ensured that the school has moved forward and improved since the previous inspection. Certain weaknesses, such as attainment in mathematics, have been dealt with firmly, although inconsistencies in elements of teaching have still to be eliminated. Staff are highly committed, eager to implement all the changes that have been agreed. The governing body is influential in shaping the direction of the school, making good use of governors' wide experience to

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benefit the school. They are well informed and ask searching questions about the school's provision and pupils' outcomes. There are good quality and robust systems for safeguarding. There is a strong focus on training for staff alertness to potential issues. The governing body is very watchful to ensure that all the necessary checks are in place.

The senior leaders and the governors have worked exceptionally hard to develop strong partnerships with parents and carers. These have effectively contributed to improvements in pupils' achievement, well-being and overall development. Many members of the parent body are involved in the life of the school. They support the school in a number of ways. These include running a gardening club, a choir and orchestra, and taking responsibility for changing the school meal system. The local business community is very active with the school and pupils are very involved in ensuring the use of Fairtrade products in the community.

In this inclusive environment, equality of opportunity and diversity are promoted well. Within and outside classrooms, pupils are treated with respect and there is careful tracking of pupils' needs. The school ensures all pupils have full access to all of the school's curriculum. The school contributes well to community cohesion through a wide range of partnerships in its community and the parish, including close links with the local high school. There are extensive links with several schools overseas and a contrasting link with another school in London, all of which provide pupils with a broad diversity of experiences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Views of parents and carers

Most parents and carers express high levels of support for the school. A very small minority expressed concerns, for example about the progress their children make and the help the school gives parents and carers to support their child's learning. The inspection evidence indicates that pupils generally make good progress and the partnership with parents and carers is an outstanding feature of its work. Almost all parents and carers feel their children enjoy school and are kept safe there, and say the school is well led and managed. This is in line with the inspections team's judgements on the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Stephen's C of E Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 129 completed questionnaires by the end of the on-site inspection. In total, there are 343 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	75	30	23	1	1	0	0
The school keeps my child safe	100	78	28	22	1	1	0	0
The school informs me about my child's progress	50	39	68	53	8	6	0	0
My child is making enough progress at this school	56	43	53	41	14	11	1	1
The teaching is good at this school	74	57	48	37	4	3	0	0
The school helps me to support my child's learning	48	37	60	47	14	11	1	1
The school helps my child to have a healthy lifestyle	86	67	40	31	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	74	57	39	30	11	9	1	1
The school meets my child's particular needs	53	41	61	47	12	9	0	0
The school deals effectively with unacceptable behaviour	59	46	57	44	7	5	1	1
The school takes account of my suggestions and concerns	54	42	55	43	8	6	1	1
The school is led and managed effectively	78	60	40	31	4	3	1	1
Overall, I am happy with my child's experience at this school	82	64	39	30	5	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 September 2010

Dear Pupils

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

Thank you for making the team of inspectors welcome and for being so friendly and polite when we visited your school. I hope to see the Prime Minister wearing the scarf you made and will look out for your film on apples! We enjoyed talking with you and seeing you play so well at lunchtime. We found that your school is providing you with a good education. Here are some of the good things we found:

- Your behaviour is excellent.
- You work hard in lessons and make good progress in your learning.
- Teaching and the curriculum are good and the lessons are interesting.
- The school looks after you especially well when you need help.
- The school is led well and all the adults work hard to support you.

There is still some work to be done to make St Stephen's the best school it can possibly be. This is what we have asked the headteacher and staff to do:

- Make sure the marking in your books always helps you to know how to improve your work and that your targets help you to understand what you need to do next.
- Ensure all your teachers always know exactly what you have already learned so that they can plan work for you that is just right.

You can help by continuing to attend well, working hard and enjoying yourself.

Thank you again for your help with the inspection.

Yours sincerely

Susan Thomas-Pounce

Lead inspector

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