



St Stephen's Church of England Junior School



Statutory Inspection of Anglican Schools

Inspection Report

School address	Winchester Road Twickenham TW1 1LF
Headteacher	Elizabeth Stubbs
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	102915
Diocese	London
Local Authority	Richmond upon Thames
Date of last inspection	6 th June 2008

Inspection date	16 th November 2010
National Society Inspector	Alan Thornsby (NS 137)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character. The inspection process follows a similar pattern to the new Ofsted inspection format.

School context

St Stephen's is a larger than average junior school, with 343 pupils on roll. Most children transfer from the local community Infant school. The proportion of pupils eligible for free school meals is very small as are the numbers of pupils from minority ethnic groups or whose first language is not English. The school has a number of awards that recognise the commitment of the school toward healthy lifestyles.

The distinctiveness and effectiveness of St Stephen's as a Church of England school are outstanding

The Christian values of love and respect drive the whole of the school community. These values and the role models of adults result in children who demonstrate and explain the Christian ethos of the school in their everyday actions. Everyone enjoys the challenging learning environment that has a well-established Christian foundation. The school gives pupils a secure understanding on which to base moral and spiritual choices and a foundation for their future lives as members of a diverse society.

Established strengths

- The impact of Christian values on the care and guidance of all members of the school and outreach to the wider communities.
- The commitment of the leadership and management for ongoing development of the school's Christian character
- The impact of worship and religious education on the moral and spiritual development of pupils

Focus for development

- Ensure the work of the newly formed ethos committee has a direct impact on strategic planning
- Continue to raise standards further in religious education through the use of embedded evaluation and assessment procedures

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school motto 'building each other up in love and learning' shows how Christian values are integral to the life and routines of St Stephen's. As a result, relationships across the school community are excellent. Children recognise the foundation of the school explaining 'we love God and everyone and respect all religions.' They are aware of the impact of Christian values on their lives that helps them to think about the consequences of their actions. This allows children to make good moral choices based on secure foundations. Staff provide role models of Christian values in action that pupils follow. Adults have very high expectations for behaviour that results in positive attitudes to learning. Pupils make good progress and by the end of Year 6 their attainment is above average. They value being able to share responsibility in many aspect of school life. This includes the school council who have been involved in the revision of the behaviour policy. Forgiveness and fresh start are understood by everyone and reinforced in the displays of school rules. Pupils are confident and self-esteem is high because of a range of strategies, including celebration assembly. 'Class soapbox' allows children to explore issues together. 'Secret friend' allows Christian care to be demonstrated throughout the day to affirm an individual. Spiritual, moral, social and cultural development is a major aspect of school life because of the links between the curriculum and worship, the profile of French and Spanish teaching, residential visits and the wide range of out of school activities supported by children and parents. Children have a good understanding of fairness and the need to help other people. This is demonstrated by the drive within the community for 'fairtrade' products and support for a range of charities. The results of a number of surveys show that the whole school community is aware of the Christian character of the school and the impact this makes on everyone. This is reflected in a 'Tree' display with green leaves showing aspects and values wanted in school and brown fallen leaves not wanted. Throughout the school displays reinforce the Christian character, including prayer corners in every classroom.

The impact of collective worship on the school community is outstanding

Worship is a key element in the life of the school in supporting the Christian teaching, is inclusive of all faiths and creates an affirming worshipping community of children and adults. Effective monitoring and evaluation is a result of discussions and responses of children at the end of themes and annual surveys of all members of the school community. In addressing the issue from the previous inspection, staff have been inspired to greater confidence in the leading worship. This has resulted in greater impact, for example, on class worship. Festivals from other faiths are explored and related to a Christian context. For example, in exploring Divali, the links are made with the significance of light in Christianity. The two-year cycle of themes is based on Christian values and the church year. Worship leaves a lasting impression on children even if they arrive with no experience of Christian worship. However, by the time they leave they place a high value on the opportunities for and impact of worship on their lives. They also have a good knowledge of Christian symbolism. Leaders, including clergy, are enthusiastic in delivering worship with a high visual element, as well as a sense of learning through fun. Pupils understand the significance of often difficult stories without losing any of the reverent atmosphere of worship because of humorous story telling and role-play. A thought provoking question leaves pupils with a focus for reflection later in the day. The range of formats provides opportunities for the school to come together as a worshipping community, as well as exploring themes in a more age appropriate way. Class worship allows children to share themes with their teacher and give a context for discussion rooted in pupils' own experiences. Prayer has a high profile throughout the school day and is valued by pupils. Typical comments are 'prayer is a time to be quiet and talk to God.' and 'Prayer can help you when you are feeling down.' Many children make use of the class prayer corners for personal reflection during the day. The church is used for festival services during the year. These are planned and delivered by children as part of belonging to a wider worshipping community.

The effectiveness of religious education is good

Religious education has a high profile in the school because of an enthusiastic coordinator, who has introduced a syllabus to develop the life skills of pupils. She has a secure understanding of the subject through attending local and national training. Ideas and good practice are shared with staff to ensure there is confident subject knowledge throughout the school. Monitoring of planning, book scrutiny and lesson observations indicate that many pupils make good progress and standards are above average and at least line with those in English. Children are beginning to self-assess their progress and understand their next stages of learning because learning objectives and success criteria are shared at the start of every lesson and regularly referred to during the lesson. Marking comments from teachers and responses from pupils reinforce their understanding and indicate next stages of learning. However, the school has recognised the need to develop more rigorous assessment procedures to better inform planning and further raise standards. Teaching is good because of teachers have a good subject knowledge, pose challenging questions to engage pupils' thinking and use a range of differentiated tasks appropriate to pupils learning styles. Pupils are supported in carrying out their tasks by effective challenge and directions from teachers and assistants. Lessons are meaningful because they are directly related to the experiences of pupils and give opportunities to learn about and from religions. They also develop a good foundation on which to base moral and spiritual decisions. For example, Year 4 children explored how trust is a part of different occupations, before exploring the links between faith and trust and the importance of faith. Year 3 pupils used their knowledge of the 'five Pillars of Islam' to explain five ways they could live as a good and responsible person. Pupils have first hand experience of other faiths because of opportunities for members of other faiths to share their beliefs and visits to other places of worship.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher has clear vision for children to develop skills for life within Christian context. She is well support by the senior leadership team, staff and governing body who are all enthusiastic about the work of the school and set high expectations for themselves and children. This commitment is demonstrated by a programme of training in school and from the local authority and diocese. Foundation governors have an active role in maintaining links with the church and parish council. There is informal involvement in evaluation, through questionnaires and regular meetings with coordinators. They are in the process of establishing an ethos group to give a much higher profile to the evaluation of the Christian character of the school. This and the use of the toolkit as a

part of ongoing scrutiny points towards a good and improved capacity for future development. Parents are very supportive of the school and the lengths the school goes to in addressing the needs of children as well as families, especially in times of difficulty. They praise the spiritual dimension of the school and how it helps children 'to make moral choices based on Biblical principles.' They also comment on the sense of belonging that gives children 'loyal friendships that last for life.' The school makes a good contribution to community cohesion through a range of initiatives. The school is also the driving force in the local 'fairtrade' initiative, makes a regular contribution to the community magazine and community events such as the summer and Christmas fairs. The high regard for the school by the local community is seen in the continuing involvement of ex-parents who run out of school activities. Members of the church community visit the school to listen to children reading, widening the shared worshipping links. The links with another church school in a different area benefit staff and pupils.

SIAS report St Stephens VA Junior TW1 1LF November 2010



Judgement Recording Form (NSJRF)



Name of School: St Stephen's Church of England Junior School
Winchester Road, Twickenham, TW1 1LF

Date of inspection: 16th November 2010

Type of Church school: Voluntary Aided

Phase of education: Primary

Number of pupils: 341

URN Number: 102915

NS Inspector's Number: 137

Rating 1-4

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

* Voluntary Aided Schools