

# St Mary's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	102914
<b>Local Authority</b>	Richmond upon Thames
<b>Inspection number</b>	335987
<b>Inspection dates</b>	13–14 January 2011
<b>Reporting inspector</b>	Natalia Power

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>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	454
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Liz Rhodes
<b>Headteacher</b>	Stuart Campbell
<b>Date of previous school inspection</b>	28 March 2007
<b>School address</b>	Amyand Park Road Twickenham TW1 3HE
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<b>Email address</b>	info@st-marys.richmond.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 36 lessons taught by 18 different teachers and talked to parents and carers, members of the governing body, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 204 questionnaires that had been returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.



- What is the quality of the teaching, and does it meet the needs of all pupils and challenge them to do their best?
- How extensive is pupils' understanding of community cohesion, particularly in a national context?
- How effective are the school's measures to improve attendance?

## Information about the school

This school is larger than average. It occupies two sites half a mile apart, one for children from Reception and Years 1 and 2, the other for pupils from Years 3 to 6. A low proportion of pupils, around one in 20, are known to be eligible for free school meals. Almost a third of pupils are from a wide range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is lower than average, and very few are at an early stage of learning English. The proportion of pupils with statements of special educational needs is higher than average. There is a special education unit on each site, and these cater in total for up to 10 pupils from Reception to Year 6 who have language and social communication difficulties. Overall, a lower than average proportion of pupils have a range of special educational needs and/or disabilities. External providers manage the on-site Nursery, the breakfast club and after-school care, and these are subject to separate inspection.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

- One parent's comment, 'St Mary's has a wonderful sense of community' was typical of many very positive views. This ethos is what makes the school outstanding. Adults respect the views of the pupils and, in turn, pupils respect and care for one another. The result is a happy and harmonious environment in which pupils feel confident and thrive in their learning.
- Children get off to an excellent start in the Early Years Foundation Stage. A great deal is expected even of the youngest children, and they respond with enthusiasm and enjoyment. This enthusiasm continues throughout the school and is fostered by the adults' high expectations for all the pupils.
- Leaders and managers make an outstanding contribution to improving the quality of teaching and learning, ensuring that improvement comes from self-evaluation by teachers and pupils alike. As a result, both teaching and learning have improved in quality since the last inspection, and both are exemplary.
- The curriculum is creative and stimulates pupils' imagination as well as their learning. Weekly creative afternoons enable pupils from different age groups to work with one another constructively.
- The school promotes community cohesion exceptionally well, forging extremely effective links with organisations in the local area and with schools in Britain and overseas.
- Pupils develop outstanding personal qualities. Their behaviour is exemplary and their eagerness to learn is a huge factor in them making outstanding progress and attaining highly, so their achievement overall is outstanding.
- Leaders and managers, in partnership with parents and carers, have been effective in improving attendance in recent years and it is now above average. Nevertheless, there is a small minority of pupils who persistently miss more school than they should, sometimes because of family holidays taken during term-time. This small group of pupils do not achieve as well as they might.
- Leaders and managers know their school well and are rigorous in their self-evaluation. They plan in meticulous detail to ensure that the pupils receive the highest quality education. Leaders and managers have met every recommendation from the last inspection. They have raised attainment in writing, especially for boys. Middle managers now form a strong team and contribute fully to school improvement. This relentless pursuit of excellence demonstrates the outstanding capacity of the school to sustain further improvement.

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## What does the school need to do to improve further?

- Improve the attendance of the few pupils whose current attendance patterns give cause for concern, by working more closely with their parents and carers in order to raise the achievement of these pupils.

## Outcomes for individuals and groups of pupils

**1**

Pupils greatly enjoy school and their overall achievement is outstanding. All groups of pupils, including those from minority ethnic groups, those who speak English as an additional language, and those with special educational needs and/or disabilities, thoroughly enjoy their learning and make excellent progress. Pupils with special gifts and talents are given outstanding support which engages their interest and encourages them to make excellent progress. The needs of all groups are identified early and met through highly effective support. Pupils' attainment in English and mathematics is high. The school is very skilled at removing barriers to pupils' learning. This is because, as one parent commented, 'The children's progress is due to the staff's excellent personal approach and to leadership that targets teaching to the needs of the pupils.' For example, in one fast-paced Year 4 lesson, pupils were busily engaged in changing a news report from a first-person account to a third-person narrative. They worked in groups, cooperating in planning the steps needed. Teaching assistants worked highly effectively with pupils in need of extra support. The class teacher took a group of more-able pupils and stimulated their learning with open-ended questions which encouraged them to think for themselves at a high level. The lesson provided exciting opportunities for pupils to do their own research and discuss their findings with others. A scrutiny of pupils' work throughout the school shows that expectations are consistently high and that pupils respond to the challenge with enthusiasm. As a result, pupils perform exceptionally well in the national tests taken at the end of Year 6, especially at the higher levels.

Pupils are polite, friendly and confident. Their outstanding spiritual, moral, social and cultural development arises from the strong Christian ethos which permeates all aspects of the school and leads to all members valuing and respecting the views of others. Pupils feel completely safe in school, and fully understand the importance of taking regular exercise and eating a healthy diet. They make an excellent contribution to their own and the wider community, for example, by observing lessons and commenting on the strengths and weaknesses of their own learning. The very firm grounding pupils acquire in their personal development and acquisition of basic skills prepares them exceptionally well for the next stage of schooling.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

All the teaching seen was at least good and most was outstanding. One parent accurately noted that 'The staff are incredibly dedicated, talented and caring.' Lessons are meticulously planned to bring out the best in each pupil. Teachers use questioning skilfully to stimulate pupils to think for themselves, and encourage them to discuss tasks with one another, so that they are all fully engaged. As a result, the pace of learning is brisk and pupils' attention rarely flags. Pupils are given frequent opportunities to assess the quality of their work, and to decide, with the support of teachers, the next steps they need to take to improve. Teaching assistants give excellent support, enabling all pupils, whatever their aptitudes or needs, to access the full curriculum and learn exceptionally well.

Pupils receive a thorough grounding in literacy and numeracy from the balanced and creative curriculum. There is a high level of challenge, so that pupils are continually stimulated to think for themselves. Pupils look forward with excitement to the Friday creative afternoons in which they explore a breathtaking range of activities, including learning languages, sewing, road safety and learning forgotten playground games, such as 'duck, duck, goose'. It was impressive to see children from the ages of five to seven preparing for their future economic well-being by learning about money and credit cards. Pupils also enjoy the many clubs and the high quality activities provided by the school. They report that they greatly enjoy their residential trips to Beaulieu and the many trips and visits closer to home which deepen their understanding of history and the arts.

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Pupils receive exemplary levels of care. Each individual is known and valued and, as one parent commented, 'The school is a living example of Every Child Matters in the way they cater for each child.' All groups of pupils achieve outstandingly because their needs are fully met. Vulnerable children and pupils with special educational needs and/or disabilities are given exceptional care and support and, in many cases, catch up with their classmates. The special education units for pupils with language and other needs provide sensitive and professional support, integrating these pupils into the school community wherever possible. Transition arrangements are exemplary at each stage of pupils' schooling. Leaders and managers plan carefully to include children from both sites into whole-school activities so that the school operates as one unit, and at the end of Year 2, pupils are ready to move confidently to the junior site.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

'The headteacher deals with any issues efficiently and promptly.' 'He sets out clearly the school's philosophy, hitting just the right balance between discipline and approachability.' These comments, and others, from parents and carers sum up the continual pursuit of excellence, which is the hallmark of the outstanding leadership of the headteacher and his team. The governing body shares their determination to maintain the school's exceptional qualities, and provides outstanding support. Governors are fully engaged in the life of the school and are ready to take the initiative in making improvements, for example, visiting the school regularly to review all school policies. As a result of the leaders' outstanding ambition and drive for improvement, pupils' achievement and the quality of teaching have improved since the last inspection. Leaders and managers make no excuses for the difficulty of managing provision over two sites, but see it as an opportunity to encourage healthy and eco-friendly walking by pupils and staff alike. The leaders' management of the quality of teaching is outstanding, and a particular strength is the involvement of a range of stakeholders, including members of the governing body and the school council, in evaluating the quality of learning. The school promotes equality of opportunity exceptionally well, tackling discrimination by removing barriers to learning so that all pupils have the chance to succeed. The headteacher and governing body ensure that safeguarding procedures are robust and of the highest quality.

The school promotes community cohesion exceptionally well. It ensures that pupils have an excellent understanding of many faiths and ways of life in local, national and global contexts, and evaluates the quality of the provision stringently. The school works in excellent partnership with a number of outside organisations, opening opportunities for pupils in the arts, music and sport. Leaders and managers work in extremely effective

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partnership with parents and carers, keeping them fully informed about their children's progress and encouraging them to bring their skills to the school community.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

As a result of excellent teaching and care, children in the Reception Year make outstanding progress in their learning and personal development. Children come from a wide variety of nursery providers with varying levels of language and number skills but which are generally above those expected for their age. Excellent induction arrangements ensure that they quickly settle in. The parent of one reception child commented, 'The school has been fantastic at integrating our child into school life.' By the end of Reception, most children have learnt skills that are well in advance of those of their age group. The school builds and maintains excellent relationships with parents and carers. The environment is highly stimulating. Much is expected of the children, both in choosing their own activities and in concentrating on what the adults are showing and teaching them. They respond to these high expectations with enthusiasm. They hugely enjoy learning, and are happy and confident. This is because the adults know all the children well and meet their needs quickly. In this safe and supportive environment, children develop excellent personal qualities. They behave exceptionally well, and are ready to share and take turns. They cooperate peacefully to pull one another along on wheeled trolleys. They take responsibility for others, for example by handing round fruit snacks politely.

The children's progress is regularly assessed and this information is used extremely effectively to address their individual needs. Teaching by all the adults is excellent and the level of challenge is high. For example, an underwater theme was used in a variety of effective ways. Children were encouraged to use their imagination by moving like fish, and to extend their language skills by devising their own group story about fish. No



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opportunity is missed to develop all six areas of learning in the well-resourced indoor and outdoor play areas. For example, an activity to make modelling dough from flour, salt and water was used to introduce children to different textures and to develop their vocabulary as well as their curiosity. Leaders and managers plan the curriculum and manage the provision extremely well. Transition arrangements are exemplary and enable the children to move confidently to the next stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

All those who returned questionnaires or who spoke to inspectors agreed that the school keeps their children safe. Almost all agreed that teaching is good and that the school encourages their children to be healthy. Nearly all parents and carers agreed that the school meets their children's needs and prepares them well for the next stage of schooling. The findings of the inspection are that all these aspects are outstanding. A very few expressed minor concerns about the school. There was no specific trend or pattern to these issues. The overwhelming majority of parents and carers are happy with their child's experiences at the school. One commented, 'St Mary's has exceeded my expectations in all aspects.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Church of England Primary 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 204 completed questionnaires by the end of the on-site inspection. In total, there are 454 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	150	74	50	25	1	0	0	0
The school keeps my child safe	170	83	33	16	0	0	0	0
My school informs me about my child's progress	86	42	106	52	9	4	1	0
My child is making enough progress at this school	88	43	97	48	10	5	1	0
The teaching is good at this school	108	53	90	44	2	1	0	0
The school helps me to support my child's learning	105	51	91	45	7	3	0	0
The school helps my child to have a healthy lifestyle	115	56	81	40	5	2	1	0
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)	109	53	82	40	4	2	0	0
The school meets my child's particular needs	103	50	88	43	5	2	1	0
The school deals effectively with unacceptable behaviour	111	54	78	38	4	2	1	0
The school takes account of my suggestions and concerns	94	46	85	42	12	6	3	1
The school is led and managed effectively	127	62	66	32	7	3	0	0
Overall, I am happy with my child's experience at this school	135	66	65	32	4	2	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 January 2011



Dear Pupils



**Inspection of St Mary's Church of England Primary School, Twickenham TW1 3HE**



Do you remember when four visitors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views.

You are fortunate to go to an outstanding school. The adults listen to your views, and this excellent example means that you too respect the views of others. You take the Christian ethos of your school very much to heart. You behave extremely well and are kind to one another.

You enjoy learning and are given many exciting things to do in lessons as well as in the creative afternoons. You learn an amazing amount for children of your age and this is because the adults always encourage you to do your very best. Your school keeps you very safe, and you have many chances to eat healthily and take exercise. All the adults take really good care of you.

You told us how much you love going to school. What a pity, therefore, that a few of you miss more school than you should. We have asked the school to work even more closely than it already does with those few parents and carers to make sure that none of you misses out on a single day more than you have to. You can play your part by reminding them how much you love school.



We wish you all the very best for the future.



Yours sincerely



Natalia Power  
Lead inspector

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