

# St Richard's Church of England Primary School

Ashburnham Road, Ham, Richmond, TW10 7NL

**Inspection dates** 8–9 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and they leave at the end of Year 6 with standards that are higher than the national average in reading and mathematics.
- Pupils who are eligible for pupil premium funding, make good progress. These pupils achieve better than their classmates in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs achieve well because of the high expectations of staff and well-planned activities.
- Behaviour is good. Pupils care for one another and feel very safe.
- Pupils who speak English as an additional language also make good progress because of the carefully designed support they receive.
- Teaching is fun and interesting, and promotes good learning. Support assistants are well trained.
- The headteacher is highly ambitious for the success of the school. All staff, including the strong middle leaders, are dedicated to improving the progress of pupils.
- The governing body is very supportive of the school. It has a good understanding of the school's strengths and areas for development.

### It is not yet an outstanding school because

- In the Early Years Foundation Stage, progress is not monitored sufficiently well and checked from children's start of the Nursery.
- Leaders in the Early Years Foundation Stage do not work closely enough together. Consequently, there is not always a consistent approach in the Nursery and Reception classes.
- Pupils, particularly the more able, are not always stretched in their writing. In mathematics, they do not do enough work that is relevant to everyday life. Marking does not always give pupils clear guidance on how to improve their work.

## Information about this inspection

- The inspectors observed teaching and learning in 13 lessons and part-lessons, including six joint observations with the senior leadership team. In addition, inspectors heard pupils reading in Years 2 and 6.
- Meetings were held with two groups of pupils, the Chair and other members of the governing body, and school staff. A telephone conversation was held with a representative from the local authority.
- Inspectors took account of 73 responses to the online questionnaire, Parent View, and other correspondence, as well as holding informal discussions with parents who were collecting their children from school.
- Inspectors observed the school's work and looked at pupils' books in all classes. They analysed a large range of documents and policies, including the school's own data on pupils' current progress, and its planning and monitoring documents. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed in the 24 responses to the staff questionnaire.
- Inspectors visited the school's breakfast club which is run by the governing body.

## Inspection team

Liz Bowes, Lead inspector	Additional Inspector
Jim Eshelby	Additional Inspector

## Full report

### Information about this school

- St Richard's Church of England Primary is smaller than the average-sized primary school.
- The Early Years Foundation Stage consists of a Nursery and Reception class. There are eight classes in the school.
- The proportion of pupils known to be eligible for support through the pupil premium is much higher than the national average. Pupil premium is extra funding provided by the government for looked after children and pupils known to be eligible for free school meals.
- The proportion of pupils with special educational needs supported through school action is in line with the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is slightly above the national average.
- Pupils come from a range of different ethnic backgrounds. The largest ethnic group is White British. There is also a large proportion of pupils from any other White background. The proportion of pupils who speak English as an additional language is much higher than the national average.
- An above-average proportion of pupils join the school at times other than the beginning of the school year.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

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

- Ensure that pupils, particularly the more able, are fully challenged by making sure that:
  - pupils write at greater length
  - pupils' learning in mathematics is more relevant to everyday life
  - marking always provides clear guidance on how to improve work so that pupils can achieve as best they can.
- Ensure that all children in the Early Years Foundation Stage are as well prepared as they can be for entry into Year 1 by:
  - carefully monitoring and checking children's progress from the start of Nursery
  - helping all children practise regularly their writing, mathematics and reading skills to make better progress
  - making sure that leaders in the Early Years Foundation Stage work closely together to ensure a greater consistency of approach in the Nursery and Reception classes.

## Inspection judgements

### The achievement of pupils is good

- Most groups of pupils achieve well during their time at the school. From low starting points, they leave at the end of Year 6 achieving results above the national average in reading and mathematics and in line with the national average in writing.
- In reading, pupils make good progress and achieve above the national average in the Year 1 phonics reading check. This is because the school provides clear guidance to help pupils link the letters they know to the sounds that they make. As a result, they quickly become competent readers.
- Those who are more able do not achieve as well when compared with similar pupils nationally in Key Stage 2, particularly in writing and mathematics. This is because in some classes pupils do not write enough. In other classes, they do not learn mathematics in a way that is relevant to everyday life.
- A much larger proportion of pupils than average join the school at times other than the beginning of the school year. The school works hard to ensure that the progress of these pupils is as good as those who have been at the school from the Nursery. Those pupils who speak English as an additional language make good, and sometimes exceptional, progress because of the carefully designed support that is provided by teaching assistants.
- Children enter the Nursery class with speaking and listening skills that are below those expected for their age. However, no assessment is made of their reading, writing and number skills so it is difficult to track progress during their time in this class. By the end of Reception, children have not all made the progress of which they are capable. This is because the leaders of the Nursery and Reception classes do not have a consistent overview of the whole key stage.
- Disabled pupils and those with special educational needs achieve well because of the high expectations of staff. Well-planned activities are taught by skilful and well-trained teaching assistants.
- The gaps in achievement between current pupils who are eligible for the pupil premium funding and their classmates are negligible. In some classes, for example Year 5, these pupils do better than their peers. Results in 2013 show that they achieved better than their peers in reading, writing and mathematics. They were ahead of all pupils nationally in reading and in line with all pupils nationally in writing and mathematics.
- Pupils enjoy sport and the additional sports funding is used well to provide staff training and sports equipment. All pupils are helped to become competent swimmers because they get to practise in the on-site swimming pool.

### The quality of teaching is good

- The school is making good use of the pupil premium funding, and teachers are making sure that gaps in achievement are negligible. Teaching staff have done this by providing extra after-school sessions as well as an Easter camp to make sure that every opportunity is taken to close the few gaps that exist.
- Teaching assistants are deployed well in classrooms and also when working with individual pupils, including those who have special educational needs.
- All parents and carers who wrote to inspectors, or who responded to Parent View, as well as those who were spoken to informally, believe that their children are taught well. Inspectors agree. Parents are very complimentary about the enthusiasm and dedication of the teachers who, 'go beyond the call of duty'.
- Pupils enjoy their homework, and it encourages their learning, particularly when they get a chance to use a variety of methods. For example, they like exploring creative subjects such as music and art. As one pupil said, 'Homework like this helps us learn more about music and art but also helps our research skills.'

- Displays in the classrooms encourage pupils to talk about exciting experiences. For example, in Year 2, the wall displays and large model of the RMS Titanic in the corner of the room were often referred to by pupils who were proud of the contribution they had made to the display.
- Teaching is not yet outstanding because, over time, those who are more able have not been challenged enough to achieve as well as they could. In some classes, marking does not always provide clear enough guidance as to how pupils can improve their work and achieve as best they can.
- There is a strong and effective focus on developing children's speaking skills in the Early Years Foundation Stage, particularly for those who are new to speaking English.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good, both in lessons and around the school. Pupils report that behaviour has greatly improved over the past couple of years; and the school's behaviour records support this.
- Pupils have good attitudes to learning. They listen attentively in class and respond well to instructions. Pupils told inspectors that teachers always try to make learning fun.
- Pupils found the anti-bullying week interesting and they have a good awareness of the different types of bullying, such as cyber-bullying. They say that bullying is almost non-existent and there are only occasional incidents of name-calling. Pupils have a very mature attitude towards understanding bullying and realise that any incident can be very hurtful. They know that teachers deal with any incidents effectively, if they occur.
- The school's work to keep pupils safe and secure is good. All parents and carers who responded to Parent View consider that their children are safe, happy and well looked after at the school. As one parent said, 'Teachers really care about the children here. The children are always happy and teachers know each child really well'. Pupils report that the school is a 'good place to be in and there are always special places where you can relax and have time to think'.
- Pupils from a range of backgrounds and cultural experiences work and play well together. The school is an inclusive community and does not tolerate any form of discrimination. It respects equality of opportunity for all.
- The breakfast club ensures that children have a good, healthy start to the day.
- Some pupils act as volunteers to help with the daily routines and pupils report that they enjoy mixing with the different age groups.
- Attendance is in line with the national average and punctuality is much improved.

### **The leadership and management** are good

- The headteacher has high ambitions for the school and is supported very well by all the staff. Leaders and governors have worked hard to establish a stable teaching staff. They have ensured that pupils' progress continues to improve year by year. They are well aware of the school's strengths and areas still to improve, such as making sure that pupils, particularly the more able, are fully stretched to achieve their very best.
- Leaders set demanding targets for teachers. They use a wide range of information about the quality of teaching and the progress that pupils make to ensure that teachers pay is linked to the achievement of pupils.
- Subject leaders are enthusiastic and knowledgeable about their areas of responsibility. Staff track the progress of pupils regularly. Careful attention is paid to the needs of each pupil and the result is a clear plan for any pupil who is falling behind and not making expected progress.
- Leaders in the Early Years Foundation Stage, however, do not work closely enough together to ensure a consistent approach in the Nursery and Reception classes. This lack of strategic work means that children do not always make the progress they are capable of.
- The subjects that the school offers are interesting and pupils take part in a range of visits, in the

wider and local community, including to the adjacent church. Additional activities such as the choir, gardening and gym club ensure that the development of pupils' spiritual, moral, social and cultural experiences is strong.

- The local authority, recognising the school's good quality, provides a light-touch level of support.
- The school uses the primary sports funding well to increase participation for all in physical education. Pupils access a good range of competitions and are immensely proud of having recently won a football tournament.
- Safeguarding arrangements meet requirements and staff and governors are fully trained. The school works closely with relevant agencies to ensure that those who are at most potential risk are well protected.
- All parents and carers who responded to Parent View consider that the school is well led and managed.
- **The governance of the school:**
  - The governing body is professional and strong at holding the school to account for the achievement of its pupils. Governors know about the school's performance and, as a result, they have a very accurate knowledge about how well the school is doing compared to all schools nationally. They regularly come into school and visit classes and so are well aware of the quality of teaching in each year group. They monitor the link between pay and salary progression extremely carefully. Governors have been instrumental in raising the profile of the school in the local community. The showcase day enabled parents and carers, and others invited, to see the school's work and the achievement of pupils.
  - Additional funding for both the pupil premium and sports is carefully monitored to ensure it is well used to promote good outcomes for pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102907
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	439945

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kathleen Shaw
<b>Headteacher</b>	Carmen Palmer
<b>Date of previous school inspection</b>	16 June 2009
<b>Telephone number</b>	020 8940 7911
<b>Fax number</b>	020 8332 0987
<b>Email address</b>	info@srsa.richmond.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

