

St Richard's Church of England Primary School

Forge Lane, Feltham, Hanworth, Middlesex TW13 6UN

Inspection dates

11–12 October 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not secured consistently good outcomes for all pupils. In particular, disadvantaged pupils and pupils who have special educational needs and/or disabilities do not achieve as well as they could.
- Governors have not sufficiently held leaders to account for pupils' uneven progress.
- Leaders have not ensured that all teaching across the school is of high quality and results in consistently good learning.
- Adults do not always expect the best from pupils.
- Adults do not clear up pupils' misconceptions quickly enough.

The school has the following strengths

- The learning of pupils in the Ocean Centre for those with autism is consistently strong.
- Leaders' determined actions have led to improvements in pupils' reading skills and enthusiasm for reading.
- Strong action by leaders has led to improved behaviour since the school opened. Exclusions have fallen.
- Attendance is improving, including for disadvantaged pupils and those who have special educational needs and/or disabilities. Persistent absence is declining.
- The school has a strong culture of safeguarding.
- Adults are kind. Pupils speak fondly of the care they receive. In turn, most pupils are kind to one another.
- Classrooms are pleasant and welcoming. Pupils' work is well displayed.
- Adults encourage a thoughtful approach to learning and conduct. Pupils' spiritual, moral, social and cultural development is strongly promoted. Pupils understand and share in the school's values.
- The school promotes fundamental British values well. Pupils have a good understanding of the world around them, and are tolerant towards others.
- Children get off to a good start in the Nursery and Reception classes. Adults care for them well. Children develop good language, number and social skills.

Full report

What does the school need to do to improve further?

- Leaders, managers and governors should make sure that all pupils, and particularly those supported by the pupil premium and those who have special educational needs and/or disabilities, achieve as well as they can by:
 - securing a consistently high quality of teaching
 - checking that additional support for vulnerable groups enables them to make all the progress they can.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

- Improve the consistency of the quality of teaching, ensuring that:
 - adults expect more from their pupils
 - adults clear up pupils' misconceptions more quickly
 - pupils across all year groups learn equally well.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not used additional government funding for disadvantaged pupils and those who have learning needs well enough to secure consistently good outcomes for them. They have not secured consistently good teaching for these groups. Governors, though ready to challenge and question, have not had enough impact on securing strong progress for these pupils.
- Leaders have not made sure that the quality of teaching across all year groups is equally good. Leaders make frequent classroom visits and check pupils' work regularly. However, they do not expect the best from the teachers. Governors have not held leaders sufficiently to account for this. As a result, pupils in some year groups make weaker progress than in others.
- Leaders and governors have not been effective enough in checking how well groups of pupils are learning. Some leaders and managers are not secure in understanding how much progress groups are making. They do not always ensure that the right support is provided. As a result, disadvantaged pupils and those who have special educational needs and/or disabilities do not make consistently strong progress.
- Leaders and governors are keen to improve the school. They have been successful in a number of areas. For example, behaviour has improved and exclusion rates have dropped considerably. Through determined actions, leaders have raised attendance rates and are making an impact on reducing persistent absence.
- Leadership of the Ocean Centre is strong, enabling these pupils to receive support that helps them make good progress in acquiring basic skills.
- The early years provision is well led. Children supported by additional government funding make better progress in the early years than higher up in the school.
- Leaders are particularly successful in instilling a culture of respect and consideration for others. The school's strong values are known and shared by pupils and adults alike. The school promotes pupils' spiritual, moral, social and cultural development strongly. For example, in one assembly observed, pupils showed by their thoughtful responses that they understood the topic of 'being different' and were ready to reach out to others.
- The school successfully imparts fundamental British values. For example, pupils are eager to research local places of worship and to talk about their varied religious identities with one another. In such ways, pupils learn to grow up tolerant of all in our diverse society.
- The curriculum gives pupils good opportunities to develop reading skills and a love of reading. Pupils' writing and mathematical skills prepare them adequately for moving to the next stage of schooling. Pupils benefit from the additional activities offered beyond the core curriculum. For example, they enjoy trips and visits to places of interest that broaden their understanding of the topics they study in class. Parents speak enthusiastically of the range of clubs and increased opportunities for sporting competitions with other schools.

- The school makes good use of the additional government funding for primary sports and physical education. Funding is used successfully to attract new participants to a wide range of sports. The school ensures the sustainability of the funding by encouraging close cooperation between class teachers and the sports coach. In this way, all share in inspiring pupils with a love of physical activity.

Governance of the school

- **Governors:**
 - have not made sufficient impact on areas of the school’s underperformance, in particular the progress of disadvantaged pupils and those requiring learning support
 - have not successfully ensured that there is a close enough match between pupils’ progress and their decisions on the performance management of teachers
 - are committed to the school and visit it often to see its work for themselves
 - are well briefed and ready to question leaders
 - are successful in keeping pupils safe
 - are well trained and able to identify such risks to pupils as female genital mutilation and radicalisation.

Safeguarding

- The arrangements for safeguarding are effective.
- The school successfully instils a strong culture of safeguarding, shared by all members of the school.
- The backgrounds of adults who work with children are rigorously checked. Staff and governors are trained in keeping pupils safe. New members of staff are quickly inducted to ensure that they share in the safeguarding culture.
- Safeguarding information is liberally displayed around the school, enabling any concerns to be dealt with quickly and efficiently.
- A few parents expressed concerns to inspectors about the safety of their children with regard to bullying. Inspectors looked at a range of evidence and spoke to adults and pupils about bullying. Inspectors judged that the prevailing ethos of the school is one of care and protection of individual pupils.

Quality of teaching, learning and assessment

Requires improvement

- Teaching requires improvement overall because it is inconsistent in quality and this results in pupils making uneven progress over time.
- Adults do not routinely expect the best from pupils. Sometimes adults do not intervene quickly enough to ensure that pupils are learning well. As a result, some pupils learn less than they could.
- Adults do not always clear up pupils’ misconceptions quickly enough. As a result, pupils

sometimes continue to make the same errors. This is particularly evident in pupils' books, where spelling and other errors are sometimes repeated.

- Adults are caring towards pupils, and there are harmonious relationships in the classroom. Pupils told inspectors that they have clear targets, enabling them to understand what they are expected to learn.
- Additional adults throughout the school are committed to the pupils' welfare and learning. They work with a range of pupil groups, not just those who struggle with their learning, and are caring of the pupils.
- Teaching in the Ocean Centre consistently meets the needs of those who attend. Staff are careful to give the pupils every chance to integrate with pupils in mainstream. Adults provide creative tasks for the pupils, such as making biscuits. They use these activities successfully to build the pupils' language and number skills.
- Reading is promoted well throughout the school. There are welcoming reading corners in each classroom, and books are carefully chosen to inspire pupils with a love of reading. As a result, the reading skills of pupils leaving key stages 1 and 2 improved in 2017, compared to 2016. Outcomes in the phonics screening check also rose for both Year 1 and Year 2 pupils in 2017.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. This is a caring school, where each child is known and valued.
- Pupils are polite and respectful towards visitors. They move about the school showing consideration for others. Older pupils told inspectors that they enjoy having responsibility towards younger ones, such as serving as 'young leaders' to help in lunchtime activities.
- Pupils understand what bullying means and that it can take different forms, such as cyber bullying. Pupils told inspectors that they themselves do not experience bullying, and that it does not often happen to others. If there are any incidents, they know who to turn to and are confident that their concerns will be dealt with.
- The school keeps pupils safe. It teaches pupils how to keep themselves safe, including from potential dangers such as talking to strangers or when using computers.
- The breakfast and after-school clubs provide pupils with suitable snacks and a range of enrichment activities both indoors and outside.
- The calm atmosphere in the Ocean Centre enables pupils to enjoy their learning. The use of visual timetables keeps them focused. Adults are careful to ensure that pupils have a settled learning environment.

Behaviour

- The behaviour of pupils is good. This is a reflective school, where pupils are encouraged to think about the consequences of their actions on others. At the end of

school pupils go to their 'reflection tree' to pick up a written message. This enables them to consider how best to be kind to others, for instance by tucking a chair in for another pupil.

- Pupils keep their classrooms tidy and their workbooks neat.
- Attendance had been below average since the school opened. However, steady and successful actions by leaders have borne fruit. Overall attendance has improved and is now average. Attendance has improved for groups that had particularly low attendance, such as disadvantaged pupils and those who have special educational needs and/or disabilities. Persistent absence among these groups is falling.
- The school takes determined action to improve behaviour. As a result, the rate of exclusions has fallen.
- Pupils are generally compliant and listen to adults. Pupils usually discuss tasks with one another constructively, and come to order when asked. In assembly pupils listen and join in with hymns and prayers. However, pupils sometimes become restless when the teaching does not meet their needs, or when activities are not well planned by adults.

Outcomes for pupils

Require improvement

- Pupils' outcomes require improvement because progress is uneven across the school. Pupils in some year groups learn less readily than in others. The most recent progress data collected by the school is for the academic year 2016/17. This data shows inconsistency from year group to year group and from subject to subject. This reflects unevenness in the quality of the teaching.
- School data for attainment in the academic year 2016/17 shows a similar pattern of inconsistency as the progress data. Pupils attain less well in some year groups than in others.
- Pupils' current workbooks show unevenness in attainment and progress. The inconsistency is apparent both overall and also for groups, including disadvantaged pupils and those requiring learning support.
- Disadvantaged pupils, including the most able among them, make less progress than they could. Published figures for 2016 and school figures for 2017 show that these pupils make weaker progress in Year 6 than other pupils nationally, particularly in reading in 2016 and in mathematics in 2016 and 2017.
- School figures show that disadvantaged pupils in Years 1 to 5 make inconsistent progress.
- Pupils who have special educational needs and/or disabilities make slower progress than their peers. The school does not collect reliable enough data on these pupils. As a result, the school does not tailor accurately enough the support it provides for these pupils.
- Published and school figures, together with a scrutiny of pupils' workbooks, show a mixed picture of progress by the most able pupils. Some pupils make good progress over time; others do not. This mixed picture is also true of those needing to catch up.
- Pupils who attend the Ocean Centre make good progress in consolidating their

learning. Improvements are measured in ways appropriate to their needs, and pupils make strong gains in learning through carefully planned small steps.

- By the time pupils leave school, they are prepared adequately for the next stage. Their reading skills are improving, and this is an important step forward in preparing them for secondary school.

Early years provision

Good

- The early years provision is better than the school's overall effectiveness, because there are strong signs of improvement in children's skills. Proportions leaving Reception with a good level of development were broadly average in 2015 and 2016. However, 2017 school figures show a big rise. Disadvantaged children achieve as well as other children in the early years.
- Children's starting points are very varied. Some arrive with good language skills, ready to learn. Others take longer to build language, number and social skills. By the time they leave the Reception class, children achieve well. They are prepared well for entering Year 1. The school is careful to prepare children gradually for the move from play-based learning to more formal routines.
- The early years provision is led well. Leaders know the children well and plan tasks for them that encourage them to learn new skills. Leaders are ambitious to improve the provision and have clear and achievable plans. Such plans, including those for building children's reading and writing skills, are already bearing fruit. Children's learning journals give evidence of good progress over time.
- Adults provide good opportunities for children to learn solid language, number and social skills. Adults offer children a range of stimulating activities. The indoor and outdoor play areas are used successfully to promote learning. For example, an outdoor role-play area, based on a police station, had good appeal to boys. It captured their interest, so that they were ready to read and write about the police.
- Teaching is good. Adults encourage children to aim high. Adults give children as many real-life tasks as possible to stimulate rapid learning. For example, children wrote thank-you cards to firefighters, following a visit to the school. One child wrote her name and then said, 'Now I can go and decorate my card', showing her enthusiasm for the task. However, a few activities are not sufficiently well planned to stimulate children to learn as rapidly as they could. Occasionally activities have too few opportunities for children to practise writing or learn basic numeracy.
- Adults expect and get good behaviour from the children. Any disputes among children are quickly resolved by the adults, who patiently explain the need for children to respect one another. As a result, children are ready to share the resources and take turns using the play equipment.
- Adults in the early years provision work effectively with external agencies to identify and support children who have language and learning needs. This support enables children with varying needs to make good progress in line with others.
- Parents are fully involved in their children's education in the early years provision. There are regular 'stay and play' sessions, so that parents see how their children are learning and can share the techniques at home. Parents told inspectors that they like

the home visits before their children begin school, as these build good home–school links from the start.

School details

Unique reference number	141517
Local authority	Hounslow
Inspection number	10036360

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mark Frost
Headteacher	Dionne Hurst
Telephone number	020 88980848
Website	www.strichardsschool.org.uk/
Email address	office@strichards.hounslow.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Richard's is smaller than the average primary school.
- The school opened in January 2015 as a voluntary aided Church of England primary school. It replaced a community school.
- Children attend the Nursery for five morning sessions. Reception children stay all day. There is no provision for two-year-olds.
- The proportion of pupils supported by pupil premium funding is much higher than average.
- A higher than average proportion of pupils are from a wide range of minority ethnic heritages.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The school accommodates a local authority unit, Ocean Centre, for pupils with autism.

Atlantic class caters for up to eight younger pupils, broadly from Reception to Year 3, and Pacific class caters for up to eight pupils from key stage 2. There is currently one place vacant.

- The school runs a breakfast club and after-school care provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- This was a first inspection of a new school.
- Inspectors visited classes throughout the school and observed pupils' learning in a range of subjects. The headteacher and deputy headteacher joined inspectors on all their classroom visits.
- Inspectors listened to pupils read, talked to them and looked at samples of their work. An inspector met a group of key stage 2 pupils to hear how they felt about the school. There was one response to the Ofsted online survey of pupils' views.
- Meetings were held with leaders, including those with responsibility for specific subjects.
- The lead inspector held a meeting with the chair and three other governors, together with a representative of governors within the diocesan group of schools.
- The lead inspector held an interview with an improvement adviser from the local authority. She also met the diocesan senior adviser for education.
- Inspectors spoke to a number of parents during the inspection. Inspectors took account of the school's own survey of parents' views, held in January 2017. There were 17 responses to the Ofsted online survey, Parent View, including 10 written comments. Inspectors took all responses and comments into consideration.
- Inspectors took account of eight responses to the Ofsted online questionnaire for members of staff.
- Inspectors observed the school's work and looked at a range of documents. These included minutes of meetings of the governing body, external reviews of the school by the local authority and reports from the diocesan group of schools.
- Inspectors looked at a range of pupils' books, including English, mathematics and topic books.
- Inspectors considered a range of evidence on pupils' attainment and progress. They also examined safeguarding information and records relating to attendance, behaviour and welfare.

Inspection team

Natalia Power, lead inspector

Ofsted Inspector

Jean Thwaites

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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