

Inspection of St Mary's and St Peter's Church of England Primary School

Somerset Road, Teddington TW11 8RX

Inspection dates: 7 and 8 December 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since March 2008.

What is it like to attend this school?

Pupils at this school receive a remarkable start to their educational journey. They are rightly proud to be part of this school. Working relationships between adults and pupils are particularly strong. Pupils have hugely positive attitudes towards their learning. They behave well in lessons and around the school.

All staff have high expectations of all pupils from the moment they join the school. They have quality learning experiences. Children in early years become confident readers, writers and explorers of the world around them.

Leaders make sure that all pupils have access to a broad and ambitious curriculum. They also provide them with a wealth of extra experiences. Pupils enjoy attending trips, including residential visits in Years 4 and 6. Leaders work closely with parents and carers to ensure all pupils, including pupils with special educational needs and/or disabilities (SEND), can benefit from wider experiences.

Leaders ensure pupils take on responsibilities. For instance, pupils represent their peers as part of the school council and as 'eco-warriors'. Pupils in these groups have driven changes within the school, such as establishing a battery recycling programme.

Bullying is incredibly rare, and all staff deal with any incidents seriously. Pupils do not experience any discriminatory behaviour. They are happy and safe here.

What does the school do well and what does it need to do better?

In all subjects, leaders have ensured that there is a well-designed curriculum. Leaders have identified the key knowledge and skills for each subject. This starts from the early years. Staff have embedded the curriculum securely and consistently across the school. They have strong subject knowledge. Teachers check pupils' knowledge regularly and use the information to plan further learning. Pupils' work across the curriculum is consistently of a high quality. Pupils with SEND achieve exceptionally well. The curriculum is appropriately adapted for pupils with SEND so that they can succeed.

Teachers routinely link new learning to previously taught content. In mathematics, for example, staff reinforce previous learning throughout the year. In Reception, staff use practical resources to help develop children's early number and calculation skills. These strong foundations help pupils across the school to tackle complex mathematical problems. In history, staff make links between different events in time. This helps pupils to secure a deep understanding of historical chronology. Pupils discuss their learning with enthusiasm. Pupils have quality learning experiences and, as a result, they are very well prepared for the next stages of their education.

Leaders have made sure that teachers receive high-quality training. This helps them to be incredibly confident in delivering the curriculum. Teachers carefully consider what resources and materials are appropriate for their teaching. For example, pupils in Year 2 used well-considered atlases and maps of Europe and the United Kingdom in geography. In Year 6, teachers used more complex historical maps and compared these to modern ordnance survey maps. This helped to deepen pupils' understanding. In early years, staff make particularly effective use of resources in the indoor spaces to support children's learning. The use of resources in the outdoor area is not as strong.

Pupils behave well in lessons and around the school. All staff have extremely high expectations. When pupils do not meet expectations, they are immediately reminded of them. This helps lessons to continue without interruption. In early years, children behave well and follow routines and instructions.

Leaders ensure that the needs of pupils with SEND are swiftly identified. Leaders liaise well with outside agencies to make sure that staff provide high-quality support. Pupils with SEND access the full curriculum. Staff make this possible through appropriate curriculum adaptations and skilled adult support.

Reading is extremely well developed throughout the school. Staff teach phonics consistently. They are well trained and know individual pupils' reading abilities. Children start to learn phonics as soon as they join Reception. Books that children read are matched to their phonics knowledge. Adults reading with pupils use appropriate strategies consistently to help them with their reading. Staff identify pupils who are falling behind through rigorous assessments. Pupils at risk of falling behind in their reading receive precise support to help them catch up and keep up.

Pupils are articulate and polite. Leaders ensure that pupils have a strong understanding of healthy relationships. They are taught about differences and equality in society. Pupils have an impressive offer of opportunities for visits and extra-curricular experiences. For example, they take part in many sporting events, such as hockey, cross country and tag rugby competitions. Pupils are made aware of different relationships and families in an age-appropriate way.

Staff are proud to work at the school. Leaders look out for their well-being and make sure they have a manageable workload. Parents and carers are extremely positive about the school and typically describe it as a 'supportive and nurturing environment'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear systems in place so that all staff know about how to report concerns. The safeguarding team reports any concerns in a timely manner to the appropriate agencies. They take appropriate action to support vulnerable pupils.

Staff and members of the governing body receive regular training and are aware of their safeguarding duties. They make sure that safeguarding is a high priority. Staff have strong links with the parents and work effectively in partnership with them.

Pupils learn about how to keep safe through the curriculum, including online. They all have at least one adult they can talk confidentially to about worries or concerns.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	102917
Local authority	Richmond Upon Thames
Inspection number	10228626
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	610
Appropriate authority	The governing body
Chair of governing body	Mary Hawes
Headteacher	Helen Swain
Website	www.smsponline.co.uk
Date of previous inspection	18 March 2008

Information about this school

- The school uses no alternative provision.
- The school is a Church of England school. It had its last section 48 inspection on 19 June 2018.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders. They met with members of the governing body, including the chair. They also spoke with representatives of the dioceses and the local authority.
- Inspectors met pupils to understand their views about the school.

- Inspectors did deep dives in the following subjects: early reading, mathematics, history and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons with senior leaders, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors considered the behaviour of pupils during lesson visits and around the school. They observed pupils as they arrived at school in the morning. They looked at behaviour and bullying records and leaders' analysis of these.
- Inspectors considered the effectiveness of safeguarding, including through discussions with leaders, teachers and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- Inspectors spoke to staff about their workload and well-being. They considered the views of staff, pupils and parents, including responses to Ofsted's online surveys.
- Inspectors considered a wide range of documentation provided by the school including curriculum documentation and school policies.

Inspection team

Aliki Constantopoulou, lead inspector	His Majesty's Inspector
Joel Sager	Ofsted Inspector
David Atter	Ofsted Inspector
Andrea Bedeau	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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