

# Inspection of St Richard's Church of England Primary School

Forge Lane, Feltham, Hanworth, Middlesex TW13 6UN

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Inspection dates: 8 and 9 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are happy to attend at this welcoming school. Leaders expect the best from all pupils. Staff encourage pupils to follow the school's values carefully, including showing respect and compassion. Staff and pupils show high levels of respect towards each other. Pupils get off to a great start in their education here.

Pupils' extremely positive attitudes to their learning extends beyond the classroom. Staff help pupils to take responsibility for their behaviour. Leaders sort out any concerns, including of bullying, quickly. Staff make sure that pupils are kept safe and well looked after.

Leaders plan wide-ranging opportunities to enrich pupils' experiences. Pupils relish the chance to get involved with leadership opportunities. These include joining the eco council and taking on roles as anti-bullying ambassadors and prefects. Older pupils support the youngest ones at lunchtimes. Pupils said there is always something interesting going on, including through visits and workshops.

Parents and carers are positive about the education their children receive and the improvements made in recent years. They hold the school in high regard. Many parents typically commented that the school ensures children achieve well and enjoy learning.

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

Leaders have created a culture of mutual respect and teamwork. They have ensured that the school's curriculum has developed well. In most subjects, leaders have identified clearly what they expect pupils to learn and by when. However, in a minority of subjects, leaders have not fully defined the knowledge and concepts that pupils must learn and remember. As a result, pupils do not deepen their knowledge sufficiently in these subjects.

Subject leaders have sequenced learning, so that pupils' knowledge builds progressively over time. For example, in mathematics, teachers support pupils with well-developed arithmetic strategies. Teachers address any misconceptions in pupils' understanding swiftly. From the moment pupils join the school, staff establish positive relationships with parents. Leaders have high expectations for children in early years, including through well-established routines. Adults encourage children to make use of a wide range of equipment in the outdoor area.

Leaders prioritise a love of reading across the school. This starts in Nursery, through games, rhymes and stories. Leaders ensure that adults read to pupils regularly. Pupils in early years and Year 1 have phonics lessons every day. Pupils read books that match the sounds they know. Pupils use their phonics knowledge well to blend sounds together to read new words. Teachers identify pupils who need more support with phonics. They ensure these pupils have effective support to help them keep up

with their peers. In early years, staff support children's vocabulary and language development well.

Leaders are ambitious for pupils' learning, including those with special educational needs and/or disabilities (SEND). Pupils are encouraged to be respectful and caring of others. Pupils in the specialist autism unit are fully integrated into the school. Staff identify the needs of pupils with SEND early and accurately. They adapt learning activities and give them the help they need to succeed.

Teachers present information to pupils clearly. They provide pupils with challenge and support, so that they remain focused on their learning. This helps pupils to become immersed in their learning and behave sensibly.

Leaders organise a variety of clubs at lunchtime. This enables pupils to follow a wide range of talents or interests. Teachers help pupils to make positive decisions about their physical and mental health. They encourage pupils to learn about differences and be well prepared for modern Britain.

The local governing body and trust representatives are committed to the school and provide the right balance of challenge and support. Leaders work closely with parents to support improvements in attendance. Staff morale is high. Support for staff workload and well-being is considered carefully by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have secure systems in place to keep pupils safe. They train staff well, so they know the processes for identifying and reporting concerns. The safeguarding team communicate swiftly with external agencies. They act in the best interest of pupils to secure the help that pupils need. Leaders ensure that the curriculum teaches pupils about important issues, such as online safety and first aid. Pupils can name trusted adults they can talk to if they have any concerns.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, leaders' curriculum thinking does not make clear the precise content they want pupils to know and revisit. This means that pupils do not gain the depth of understanding in these subjects as well as they could. Leaders must ensure that in all subjects, they identify the components of essential knowledge that pupils need to know and remember.

## 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

<b>Unique reference number</b>	146474
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10255273
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust/CEO</b>	Christalla Jamil
<b>Headteacher</b>	Jodie Stilwell
<b>Website</b>	<a href="http://www.strichardsschool.org.uk">www.strichardsschool.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to become an academy school in November 2018. When its predecessor school, St Richard's Church of England Primary School was last inspected by Ofsted, it was judged to be requires improvement.
- The school is part of LDBS Academies.
- The school does not use any alternative providers.
- The school has a specialist resourced provision for up to 16 pupils with autism spectrum disorder on site, funded by the local authority.

## Information about this inspection

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

- This is the first inspection following the COVID-19 pandemic. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, staff and pupils. Meetings were also held with representatives from the local governing body and the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and modern foreign language. For each deep dive, inspectors met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at their work. Inspectors, additionally, met with the science leader and looked at subject documentation and science books. Inspectors heard pupils read.
- Inspectors examined safeguarding records, attendance figures, curriculum plans and policies.
- The views of staff and pupils were considered from meeting with them and from the responses to Ofsted's questionnaires. Inspectors considered the views of parents from the responses to Ofsted's online survey, Ofsted Parent View.

## Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

Jacquie Fairhurst

Ofsted Inspector

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