

Inspection of St Richard Reynolds Catholic Primary School

Clifden Road, Twickenham, London TW1 4LT

Inspection dates: 23 and 24 January 2024

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

Ofsted has not previously inspected St Richard Reynolds Catholic Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged St Richard Reynolds Catholic Primary School to be outstanding before it opened as an academy.

The headteacher of this school is Anna McMullen. The school is part of Ascension Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Burke, and overseen by a board of trustees, chaired by Michael Metcalf.

What is it like to attend this school?

The school has a culture of high expectations and excellence. Pupils are encouraged to develop values which help them to strive to be the best they can be. Pupils flourish at this school and they enjoy their time here.

Pupils are safe and well looked after here. They can talk to trusted adults in school if they have any concerns. Staff are caring and get to know pupils and their families very well. Parents and carers are overwhelmingly positive about the school.

Pupils' behaviour is exemplary. They are polite and respectful to staff and each other. Older pupils act as 'ambassadors' to support other pupils. For example, they help younger pupils to make friends and run lunchtime clubs, including science, mathematics, computing and English. Pupils play an important part in the life of the school by taking on roles of responsibility.

The school's exceptional enrichment programme helps to ensure that pupils have a well-rounded education. All pupils have equal opportunities to explore new interests and broaden their experiences. Clubs are popular including sewing, drama, cooking and chess. Pupils are encouraged to show their creative talents to advantage, such as through Christmas concerts and end-of-year plays. Through partnership with the secondary school on the same site, pupils take part in a wide range of sports and music.

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

Trustees, the governing body, school leaders and staff work together successfully to provide an excellent education for all pupils. Their ambition is reflected in the school's broad and rich curriculum. This starts in the early years, where children are exceptionally well prepared for future learning. From Years 1 to 6, pupils learn a wide range of subjects. The curriculum is well thought through from early years to Year 6. The school gives careful thought to what pupils learn and when, so that they are well prepared for their next phase in Year 7 and beyond. Staff continually refine the curriculum to ensure it is suitable for pupils at every stage of their learning.

Staff build on pupils' prior knowledge to help pupils tackle new learning with confidence. For example, in Reception, children learn about the seasons, which helps them when they learn about weather in Year 1. In art, pupils in Year 5 drew upon their prior learning on mixing primary colours to create secondary colours. This helped them to create shades of skin colour for their self-portrait paintings. Staff are meticulous in making sure that pupils are secure in essential knowledge before moving on to more complex subject content.

The school ensures that staff have suitable subject expertise and training to deliver the curriculum exceptionally well. Through the trust, staff are helped to find new challenges and have opportunities for promotion, for example, by supporting other

schools in the trust. Staff morale is high. Staff are well supported with their well-being and workload.

Reading is at the heart of the school's curriculum. Staff ensure that pupils read widely and develop a love of reading. For example, pupils enjoy regular 'reading challenges,' author visits and the various book areas around the school, in addition to using the school library. The reading programme starts in Reception. Staff follow a consistently skilful approach to teaching phonics. Those who need extra help receive targeted support to help them catch up quickly.

The school identifies pupils with special educational needs and/or disabilities at an early stage. Close work with local nursery schools and with parents and carers helps to ensure that staff are well informed about children's needs when they join in Reception. The school ensures that no pupil is left behind in their learning. All pupils achieve exceptionally well.

Throughout the school, pupils show high levels of enthusiasm for their learning. In classrooms, pupils enjoy trying out new ideas and are keen to ask questions. Pupils get on well with each other and work effectively together. Staff take swift action if pupils start to lose focus and pupils respond readily to staff instructions. Attendance rates are high. The school works with families to emphasise the importance of regular attendance.

Pupils are encouraged to help others and to work for the common good. For example, pupils fundraise for charities and help pupils in the special school that is located on the school site. Pupils elected to the 'pupil parliament' play an active role in school improvement. Pupils are taught to listen to the views of others and to be respectful of people's differences.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149298
Local authority	Richmond Upon Thames
Inspection number	10290393
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	Board of trustees
Chair of trust	Michael Metcalf
Headteacher	Anna McMullen
Website	www.strichardreynolds.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to academy status in December 2022 and is part of Ascension Catholic Academy Trust. There are five other schools in the trust.
- The school works in partnership with, and shares a leadership team and governing body with, St Richard Reynolds Catholic High School. Staff often work across both schools. The school makes use of sporting and music resources at St Richard Reynolds Catholic High School.
- The headteacher took up post in 2018.
- The school does not use alternative provision currently.
- The school has a Catholic ethos and is within the Diocese of Westminster. The last section 48 inspection took place in December 2022.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, the chief executive officer of the trust and other members of the school leadership team. Inspectors met with the chair and vice-chair of the trust board, and representatives of the local governing body, including the chair. A discussion was held with a representative of the diocese.
- Inspectors carried out deep dives in these subjects: early reading, geography, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to groups of pupils and staff and evaluated responses to the online staff survey.
- Inspectors spoke to some parents at the start of the school day and considered responses to the survey, Ofsted Parent View.

Inspection team

Jude Wilson, lead inspector

His Majesty's Inspector

Meena Walia

Ofsted Inspector

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