



# The Russell Primary School

## Inspection Report

**Unique Reference Number** 102896  
**LEA** Richmond Upon Thames LEA  
**Inspection number** 276789  
**Inspection dates** 29 June 2006 to 30 June 2006  
**Reporting inspector** Rob Crompton AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Petersham Road
<b>School category</b>	Community		Petersham
<b>Age range of pupils</b>	3 to 11		Richmond TW10 7AH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8940 1446
<b>Number on roll</b>	281	<b>Fax number</b>	020 8332 0985
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Taylor
<b>Date of previous inspection</b>	31 October 2000	<b>Headteacher</b>	Mr Darren Harrison

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 29 June 2006 - 30 June 2006	<b>Inspection number</b> 276789
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Larger than most schools, Russell Primary serves an area of contrasting but broadly above average socio-economic characteristics. A quarter of pupils are from minority ethnic groups, which is above average. A fifth of pupils have English as an additional language; three of whom are at an early stage of learning English. Twelve pupils have a statement of special educational needs. Eight of these pupils are based in the school's Special Educational Needs Unit but work alongside other pupils some of the time. The proportion of the remaining pupils with learning difficulties or disabilities is broadly average. The headteacher was appointed in September 2005.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Inspectors agree with the school that its overall effectiveness is good. Children are justifiably proud of the school and the overwhelming majority of parents are extremely happy with all it provides. One parent expressed the views of most as she commented, 'I couldn't want for a better school for my daughter.' The calm and friendly atmosphere is underpinned by excellent relationships between adults and pupils and a strong sense of purpose. Pupils have very good attitudes to learning and take full advantage of the excellent curriculum and the wealth of extra activities. They are well cared for and supported, and their behaviour is exemplary.

Very well led by the head teacher, staff and governors share a determination to sustain high standards and to ensure all children do as well as they can. A strong commitment to inclusion enables pupils with a very wide range of needs and abilities to enjoy and benefit from school life. This is reflected in the way that pupils in the Special Educational Needs Unit benefit from excellent individual support whilst spending some of their time working alongside other pupils. Good provision in the Foundation Stage and consistently effective teaching across the school mean that pupils achieve well and reach well above standards by the end of Year 6. The school is aware that, within this positive picture, more able pupils are not fulfilling their potential in reading and writing by the end of Year 2. Through careful tracking of pupils' progress, the school has set ambitious targets to further improve the very good standards achieved by Year 6.

Good progress has been made since the previous inspection and especially during the last year due to a rigorous approach to self-evaluation and a renewed determination to build on existing successes. The school has a very good capacity to improve and continues to provide good value for money.

### **What the school should do to improve further**

Ensure that more able pupils reach the high standards of which they are capable in reading and writing by the end of Year 2.

## **Achievement and standards**

### **Grade: 2**

From a broadly average start, children make good progress in the nursery and reception classes. By the end of the Foundation Stage, most exceed the expected goals for their age in early literacy and numeracy, and start Year 1 with positive attitudes and good social skills. Most pupils build well on this secure start, making good progress in Years 1 and 2 and standards in English, mathematics and science are above average overall. However, more able pupils achieve high standards in mathematics and science by the end of Year 2 but do not do as well as they should in reading and writing. Too few of the more able pupils read a range of texts fluently and accurately. They generally use

punctuation well but their writing lacks the degree of organisation needed to achieve the higher levels.

The standards reached by Year 6 pupils have been consistently well above average in recent years, reflecting their good and often very good achievement through Years 3 to 6. In English, mathematics and science, a very high proportion of pupils reach the higher levels, meeting the challenging targets set for them. High standards are also achieved in music and pupils work well in art and design. Pupils from minority ethnic groups do at least as well as their peers. Pupils with learning difficulties or disabilities and those with more specific needs who are attached to the Special Educational Needs Unit also make good progress towards their individual targets.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. They speak warmly of their school and feel safe. Pupils behave extremely well and enjoy lessons. Pupils' secure literacy, numeracy and computer skills, together with their ability to work cooperatively, equip them well for the next stage of their education. Attendance is average and the school methodically follows up unauthorised absences.

Pupils' spiritual, moral, and cultural development is good whilst social development is very good. Pupils value highly the school environment and accompanying wildlife. They project a warmth in their welcome and become confident and express their ideas clearly in many situations. They like taking responsibility such as membership of the school council, helping around school and raising funds for charities such as the local hospice. Indeed, there is still more potential for them to take the initiative in such activities. Bullying is rare and pupils help to settle minor disagreements. They are proud of the seating area and improved play areas that have resulted from their suggestions. Pupils know about healthy lifestyles, participating enthusiastically in physical activities and have initiated changes to school lunches and healthy drinks in school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. In the Foundation Stage, the well organised classrooms, together with excellent outdoor resources, provide many opportunities for children to learn through practical activities. Adults are good at encouraging children to talk about what they are doing, teasing out their level of understanding and suggesting the next step. On some occasions, however, there is too much emphasis on what children have done rather than on what they have learned. In Years 1 to 6, the lively pace of lessons means that pupils sustain their interest and are eager to contribute ideas. Generally, the more able pupils are set demanding tasks but those in Years 1 and 2 are not always sufficiently challenged in reading and writing. Pupils of all abilities

respond well to teachers' skilful questioning and rise to the challenging tasks. Increasingly, teachers make the criteria for success clear so that pupils know precisely what to do to improve but this is not consistent across the school. Teachers provide good feedback through marking and encourage pupils to review one another's work. Commenting on a classmate's work, one Year 2 pupil said, 'She tried to use expressive words and make an interesting brochure.'

Pupils with learning difficulties receive valuable help from support staff and also benefit from learning alongside their more confident classmates.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. Staff talents, volunteer helpers, the school grounds and the beautiful local environment are all fully exploited. Careful planning ensures that pupils of all abilities generally make good progress. The National Curriculum is covered in interesting ways and activities in the Foundation Stage are well thought out. Opportunities for learning English and mathematics in other subjects contribute to the very good standards pupils achieve by the time they leave the school. However, even more opportunities are needed for pupils to practise and extend their skills in reading and writing in Years 1 and 2. Good provision for information and communication technology adds an exciting dimension to many subjects. Opportunities in art and design and music are very good indeed and so pupils achieve very well in these subjects.

The curriculum is enriched significantly by visiting artists and musicians and by activities including theme weeks or days. For example, pupils made great headway and thoroughly enjoyed themselves during the design and technology day which took place during the inspection. Pupils make a large number of educational visits and attend a wide range of clubs.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support for pupils. A strong sense of community means new pupils settle in well. There are good procedures for child protection and possible risks to health and safety are carefully assessed. Pupils are well supervised during lunch and breaks and action is quickly taken to tackle any difficulties or to provide first aid. Pupils' personal development is very well supported. One parent said that her daughter returned from a residential trip 'having had the time of her life and brimming with confidence'.

Good procedures for assessing pupils' progress enable staff to identify strengths or gaps in their learning and steer them in the right direction. Several ways of engaging pupils in self-evaluation are being trialled and the school is well placed to involve pupils further in assessing their own work.

Staff in the Special Needs Unit provide sensitive care, enabling pupils to participate as fully as possible in school life. Close involvement with specialist agencies means pupils benefit from a wide range of expertise both within and outside the school.

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## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has been in post for a year and staff, pupils, parents and governors all agree that he is an asset to the school. He has very good vision for the future development of the school and communicates this well. Many recent improvements have had a significant impact on pupils' attitudes and the school ethos. Parents appreciate the open door policy and increased opportunities for consultation. The curriculum is now outstanding due to the headteacher's drive to ensure the best possible provision in each subject, and there has been a consequent rise in achievement. The school knows that there is more work to do on raising standards for more able pupils in Years 1 and 2 in reading and writing.

Staff work very well as a team. The head and deputy have a very strong partnership and subject leaders are conscientious. They have had good training in monitoring and evaluation but this work is still developing. Senior staff acknowledge that their judgements on teaching and their follow up on the targets set need to be more rigorous. They are not yet sufficiently systematic in drawing out strengths and weaknesses from monitoring information and school data.

Governors continue to be well informed and very supportive. They assist in making the numerous valuable links with other schools and with the local community. The school is now very well placed to improve still further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Children

Thank you for your warm welcome during our visit recently. We agree with you that this a good school with lots of exciting things to do. We enjoyed looking at your work and seeing how well your teachers help you to learn. It was good to find that you work very hard and reach very good standards. We have asked the teachers in the infants to help some children do even better in reading and writing.

We were really impressed by your excellent behaviour, the way you all get on so well together and by how the older children help the school to run smoothly. You told us that you enjoy school and this was obvious from the way you paid attention in lessons and talked enthusiastically about the many extra activities.

How fortunate you are to have such attractive buildings and lovely, well kept school grounds. We hope the gardening club continues to produce green fingers! We think that the headteacher is very good and we agree with you that he has made many good improvements this year. With best wishes,

Yours sincerely,

Rob Crompton

Lead Inspector