



St Richard's with St Andrew's Church of England Primary School

Inspection Report

Unique Reference Number 102907
LEA Richmond Upon Thames LEA
Inspection number 276792
Inspection dates 7 November 2005 to 8 November 2005
Reporting inspector Philip Mann AI

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

Type of school	Primary	School address	Ashburnham Road
School category	Voluntary aided		Ham
Age range of pupils	3 to 11		Richmond TW10 7NL
Gender of pupils	Mixed	Telephone number	02089407911
Number on roll	139	Fax number	02083320987
Appropriate authority	The governing body	Chair of governors	Rev P Dunn
Date of previous inspection	16 October 2000	Headteacher	Mrs C Boag

Age group 3 to 11	Inspection dates 7 November 2005 - 8 November 2005	Inspection number 276792
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

St Richard's and St Andrew's Church of England Primary is a Voluntary Aided School that is smaller than average. It is situated in a residential area of Ham and has a swimming pool set within attractive grounds. The school roll has started to rise following a period of uncertainty when during this time significant changes to senior management and staffing took place. The children's starting points when they enter Year 1 are below the local average and particularly so in early literacy skills and personal development. There are 39 pupils (30%) with special educational needs, which is high with three pupils with statements of special educational need. An above average number (27%) of pupils are entitled to free school meals. The school is ethnically diverse and the number of pupils whose home language is not English is above average with nine pupils at the early stages of language acquisition in English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This school has been through very turbulent times with a many new headteachers in a short space of time. It has however, now turned a corner. The headteacher, senior management and governors have a clear view as to what needs to be done next and in what order. The leadership team have already had a very positive impact particularly in improving the quality of writing in English where standards are currently below average. Through this they have demonstrated a good capacity to continue to improve. The self-evaluation procedures that have recently been implemented by the school are also sound. Achievement is satisfactory overall and particularly good in science. Overall, children starting in the Foundation Stage make a good progress starting from a low base especially in literacy and personal development. Pupils continue to make satisfactory progress overall in an atmosphere where all are valued. The quality of teaching and learning is satisfactory with some good practice in evidence in some classes. However, despite some recent improvements, the gathering of detailed information about what each pupil can do is not as good as it should be. The newly appointed headteacher together with the deputy headteacher and staff are striving to raise standards and have created a safe and happy Christian community where all are valued and pupils can achieve. The wide range of extra activities for older pupils is a strength of the school. Overall, the school provides satisfactory value for money.

What the school should do to improve further

* Raise standards in pupils' writing.* Continue to improve the procedures for assessing and tracking the pupils' progress.

Achievement and standards

Grade: 3

Achievement across the school is satisfactory overall. Children start in the reception class with below average levels of performance. These children respond well to good provision and make generally good progress. However, data confirms that not all children reach the expected standards when they enter Year 1. Standards for seven year olds in reading, writing and mathematics have fallen in recent years. This has been primarily due to staffing difficulties and an increase in the number of pupils with special educational needs. However, the most recently published data confirms that standards are now back at broadly average levels. Standards in English for 11-year-olds have fallen to below average levels in the last two years because of an increase in the numbers of special educational needs pupils and significant disruption to staffing. This decline in standards is particularly evident in pupils' writing where standards have been significantly lower than those in similar schools. However, this is now being addressed successfully through a range of focused initiatives and improvement. The impact of this is evident in the good progress older pupils are now making in their writing. Data confirms that pupils aged 11 achieve well in mathematics and science to reach standards that are in line with and above the norm respectively. Inspection

evidence confirms that the progress of other groups of learners such as more able pupils and those with special educational needs is consistent with their other classmates. Those pupils whose home language is not English also make satisfactory progress.

Personal development and well-being

Grade: 3

The personal development of pupils is satisfactory. Most pupils demonstrate positive attitudes to learning. They find lessons fun and, as a result, are keen to learn and are enthusiastic about coming to school. However, some pupils find it difficult to concentrate and they behave inappropriately; this can sometimes disrupt the learning of others. Pupils play happily together in the playground and that any instances of bullying and racism are effectively dealt with by staff in a caring manner. The spiritual, moral, social and cultural development of pupils is being effectively promoted through assemblies and circle time. As a result, relationships between pupils are positive overall and those who are more vulnerable are supported well by their classmates in a caring and sensitive manner. Pupils are developing a good understanding of how to stay healthy through regular physical activity such as swimming and by making informed choices about what is good for them. Pupils are also developing their sense of responsibility and citizenship through satisfactory involvement with the school council, raising money for charity and links with the local community. Pupils' attendance is below average but showing signs of improvement. This is because the school leadership is actively promoting good attendance and encouraging parents not to take holidays in term time.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall with some good practice evident within the school. This is particularly so for children in the Foundation Stage and in Year 6. Many pupils respond well to teachers and, in particular, when they find work challenging. However, when teaching is less demanding some pupils become inattentive and misbehave. Lesson planning is detailed and key learning intentions are made clear to pupils. This ensures that pupils know what is expected of them and helps them to achieve. Teachers use a wide range of resources such as the interactive whiteboards to make lessons interesting. Activities are satisfactorily matched to the needs of pupils of different ability including those whose home language is not English. Support staff make a valuable contribution to the teaching and progress of pupils with special educational needs. Overall there are good relationships between staff and parents and effective lines of communication have been established. Homework is used regularly to support pupils' learning and this is particularly so for pupils in Year 6.

Curriculum and other activities

Grade: 3

A broad range of relevant learning opportunities is provided for pupils. These are enhanced significantly by good levels of enrichment such as visits, residential trips and activities outside of lessons. Links between subjects are firmly established. However, in the past, pupils have had too few opportunities to write at length and this has had a detrimental impact on standards in English. This issue is now being addressed successfully for older pupils and plans are being implemented for improvements to take place in this aspect of learning throughout the school. The teaching of swimming is a strength providing a sense of achievement for all pupils. The provision for personal, health, social and health education is satisfactory.

Care, guidance and support

Grade: 3

The pupils are provided with satisfactory levels of care, guidance and support. Procedures for health and safety, child protection and induction into the Foundation Stage are firmly established. Effective procedures have been put in place to ensure that pupils are safe and good links have been established with other professionals to ensure that vulnerable pupils, including those with SEN are supported effectively. Adults working with learners are checked according to current regulations. Adequate levels of support are provided in class for pupils with a disability, learning or language difficulties. Staff manage the difficult behaviour of some pupils in a positive manner. Overall, the arrangements for monitoring the academic and personal development of pupils are satisfactory. For instance, recent initiatives such as pupil/teacher conferences provide effective guidance to pupils. However, not all teachers are keeping sufficiently detailed records of the achievements of each pupil. This limits their ability to plan lessons effectively and set achievable targets for pupils.

Leadership and management

Grade: 3

Leadership and management are satisfactory with some emerging strengths. The recently appointed headteacher is providing clear direction for the school's work. The newly formed leadership team has effectively identified areas of weakness through its recently developed and sound self-evaluation procedures. As a result of this work there is a collective determination and drive amongst the staff to raise standards. This is especially so in pupils' writing where standards are improving. The governors are hardworking and play a full part in the strategic development of the school. They are actively involved in working with staff. Through their effective liaison with teachers they have gained a clear understanding of the school's strengths and weaknesses. As a result, the capacity for further school improvement is good. Everyone is valued and the school strives to include all in its work. Satisfactory arrangements are in place to gather the views of parents and pupils. The accommodation is of good quality. This is particularly so for the youngest children where it effectively contributes to their

good achievement. Resources are effectively used and well managed and there has been considerable effective investment in information and communication technology since the previous inspection.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

I very much enjoyed visiting your school and I would like to thank you for making me feel so welcome. It is clear that you enjoy being at school and in particular like taking part in a wide range of activities such as games and swimming.

While at the school I also found that: * teachers in the nursery and reception classes are providing really good opportunities for young children to learn * teachers are providing you with plenty of opportunity to take part in extra activities and take you on visits and school trips to exciting places * staff provide good levels of guidance for you to develop your personal and social skills and teach you how to stay healthy and safe * senior staff and the governors are working as a team to make improvements to the school.

I also found that: * many of you are not writing as well as you could be * that the teachers need to collect and record more information about the progress that you are making. As a result of my visit the teachers will be working hard to improve your writing skills. This is something that you can help them with by writing as neatly as possible and concentrating hard on your work. The teachers will also be working even more closely with you to note down the progress that you make in lessons and set targets for you to work towards.