



Archdeacon Cambridge's Church of England Primary School

Inspection Report

Unique Reference Number 102920
LEA Richmond Upon Thames LEA
Inspection number 276794
Inspection dates 2 February 2006 to 3 February 2006
Reporting inspector Christopher Gray AI

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

Type of school	Primary	School address	The Green
School category	Voluntary aided		Twickenham
Age range of pupils	3 to 11		TW2 5TU
Gender of pupils	Mixed	Telephone number	020 8894 4777
Number on roll	451	Fax number	020 8893 4762
Appropriate authority	The governing body	Chair of governors	Mr David King
Date of previous inspection	3 May 2000	Headteacher	Mrs Janet Foster

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is bigger than most primary schools. The percentage of pupils from minority ethnic backgrounds is above average, though few pupils are at the early stages of learning English. Most pupils come from backgrounds that are more favourable than usual. The percentage of pupils with learning difficulties is below average, though the proportion with statements of special educational need is similar to what is found in most schools. Children's attainment on entry to school is above what is expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which gives good value for money. This is also the school's view. Pupils achieve and behave well because of good teaching. They are growing up as mature and responsible people, able to express and explain their opinions clearly. The school's effective use of drama plays a big part in developing these skills. Good care, guidance and support are given to pupils and the school makes very good use of its knowledge of pupils' attainment to help them improve. Pupils understand their targets and use them to make their work better. The school is well led and managed. The headteacher is a very strong leader and the work of the governing body is outstanding. The school has improved well since the last inspection, as shown by the successful drive to improve standards in mathematics, and has a good capacity to improve further. Children in the Foundation Stage make good progress because the provision for their learning is good. By the time they enter Year 1, the great majority of pupils reach the goals expected of them and many exceed them. Pupils achieve well and reach high standards in English, mathematics and science because of good teaching and because they work hard in lessons. Standards in information and communications technology (ICT) are as expected. They are not higher because teachers do not give pupils enough opportunities to use their computer skills in other subjects. Teaching is good overall, though it varies from outstanding to satisfactory in different classes.

What the school should do to improve further

* Raise standards in ICT by providing pupils with more chances to use their skills in different subjects; * Use staff development and training to achieve greater consistency in the quality of teaching.

Achievement and standards

Grade: 2

Children in the Foundation Stage make good progress because the provision for their learning is good. Older pupils reach consistently high standards in English, mathematics and science. This is because they have good attitudes to learning and are well taught overall. Pupils make good progress throughout the school. Writing has been a focus in recent terms and this work has borne fruit. Pupils in Year 2 were seen evaluating their own writing and using their targets effectively to improve it. All groups of pupils achieve at similarly good rates and most meet the very challenging targets set for them. Standards in ICT are not as high as they could be because pupils do not have enough opportunities for developing their skills in a range of subjects.

Personal development and well-being

Grade: 2

Pupils enjoy school because they have good attitudes to learning and enjoy school. Their attendance is good. They understand the value of rules and their behaviour in

lessons and the playground is good, with a few minor exceptions. Pupils' spiritual, moral, social and cultural development is good. They acquire a good understanding of different faiths, cultures and lifestyles. Pupils learn to co-operate and work as a team through various activities, clubs and community events that the school supports. As a result they leave the school as mature and sensible people, well adjusted for their next stage of learning. Pupils demonstrate responsibility through an effective school council, which is well regarded by other pupils and represents their views. Pupils of all ages understand how to maintain a healthy lifestyle and can explain the benefits of exercise and good diet. They are well informed on topics such as road safety, drugs and alcohol abuse and follow safe practices when working with equipment in school. Pupils willingly help with fund raising at summer fairs and charity events. This contributes to pupils' good personal qualities so that they understand about working roles in future life.

Quality of provision

Teaching and learning

Grade: 2

Pupils progress well because teachers make very good use of what they know about each pupil's stage of learning in planning the next steps, especially in English and mathematics. Lessons are interesting and fun, and drama is used well in this respect. Pupils in Year 4 were enthused by acting out a scene about injustice and went on to express their views and respond to others in a mature and thoughtful way. Interactive whiteboards are generally used well to give clear visual examples which help pupils understand more readily. The quality of teaching varies from class to class, a fact that some parents commented on. No unsatisfactory teaching was observed, but examples of outstanding teaching in some classes sit alongside teaching which is only satisfactory in others. The school is working to iron out inconsistencies and plans have been made to use the examples of the best teaching in developing the satisfactory.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of pupils effectively. Some aspects are very good. Good subject policies and curriculum documents help to achieve consistency and continuity between year groups. All pupils, including those with learning difficulties and those who tend to find work easy, are provided with a balanced range of tasks. Low attaining pupils in Year 2, for example, matched words, reinforcing word recognition, whilst those with high ability discussed alliteration and the role of prefixes in determining meanings. A good emphasis on literacy and numeracy provides pupils with a firm foundation for their lives and future study. Opportunities for pupils to develop their ICT skills, although satisfactory, are not yet consistently planned for in other subjects. Provision for personal and health education is helping pupils to develop as responsible and thinking individuals. A very good range of extra-curricular clubs and activities develop pupils' interests in drama, the arts, music and sport. About one third

of the pupils take part in drama or arts extra-curricular clubs. Drama, music and dance activities each Christmas involve all pupils.

Care, guidance and support

Grade: 2

Pupils' care guidance and support are good. The school takes good care of all its pupils through very clear health, safety and welfare procedures. Child protection arrangements are good and widely understood. Risk assessments are effective and conscientiously observed. Pupils with learning difficulties are guided well. Assessment of all pupils' progress is very good, particularly the new profiling in English, mathematics and science. This enables teachers to plan an appropriate level of work for all pupils. This information is also used well to give extra support to any who might not be on course to meet their targets. Bilingual pupils are given good support to improve their fluency in English. The school's code of behaviour ensures that pupils feel secure and free from racism or bullying. There is a clear culture of mutual respect and pupils receive good personal support and guidance. Pupils express confidence in their teachers and teaching assistants, knowing that any problem will be dealt with fairly.

Leadership and management

Grade: 2

Leadership and management are good. Governance is outstanding. Governors have an excellent understanding of their roles and responsibilities, helping to steer the school towards realising a clear, shared vision. This vision sees all pupils as high achievers, very well cared for and involved in an extensive range of extra-curricular activities. Governors' very effective, constructive challenge accelerates the pace of improvement. The school's management structure is changing. This is enabling it to focus more closely on improving on the good teaching and care currently provided. Managers understand their clearly-defined tasks and work together well on school improvement plan priorities. Subject leaders take responsibility for their areas and are effective in improving achievement. All aspects of school life are evaluated and appropriate steps are taken to make improvements. The headteacher's new system of evaluating teaching - monitoring in the autumn term, Performance Management in spring, peer appraisal in summer - is proving effective, although some inconsistencies remain in the generally good quality of teaching. School self-evaluation is accurate and takes good account of the views of parents and pupils. Resources are good and are used well to improve standards. The headteacher provides very strong, thoughtful and caring leadership, supported by effective senior managers. Good improvement has been made since the last inspection, as is shown by the consistency of provision in the Foundation Stage. The school gives good value for money and has good capacity to improve 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>	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?	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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

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

Thank you for welcoming us to your school. We very much enjoyed our visit and the chance to talk to so many of you.

Most of you behave well in lessons and round the school. This helps make the school a pleasant place to work. You and your parents agree that you enjoy your learning and that the school provides a good range of interesting activities, both during and outside lessons. Many of you are good at explaining your views and listening carefully to the opinions of others and this is helping you to grow into thoughtful people. You know how to keep safe and healthy and to respect the views and feelings of others. Teachers look after you well during your time in school and they have a good understanding of how you are learning and where you might have difficulties. This means they can plan lessons at the right level for each of you. Teaching is good and helps you to reach high standards in English, mathematics and science. This is also because of your hard work. Many of you do not yet reach such high standards in ICT as you do in English or mathematics, and we have asked the school to give you more chance to develop your computer skills in all sorts of lessons.

The headteacher is very good at her job and she is given excellent support by the school's governors. She has a team of senior managers who help her well. At the moment, they are working hard to make sure that all the lessons provided for you are of a similarly high quality and we have asked them to carry on with this work.