

St Mary's Church of England Primary School

Inspection report

Unique Reference Number	102914
Local Authority	Richmond Upon Thames
Inspection number	286527
Inspection dates	28–29 March 2007
Reporting inspector	Beryl Richmond

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	382
Appropriate authority	The governing body
Chair	Mr Patrick Ducker
Headteacher	Mr Stuart Campbell
Date of previous school inspection	2 May 2001
School address	Amyand Park Road Twickenham TW1 3HE
Telephone number	020 8892 5840
Fax number	020 8607 0420

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St. Mary's is a larger than average primary school on a split site. Pupils come from a variety of ethnic, social and economic backgrounds. A significant proportion comes from relatively advantaged economic backgrounds. Attainment on entry is above average. The proportion of pupils with learning difficulties and disabilities is below average. A below average proportion of pupils is eligible for free school meals. One third comes from minority ethnic backgrounds and about a third of these pupils are bilingual. There are specialist units on both sites currently meeting the needs of pupils with communication, interaction, behavioural and other specific difficulties. The headteacher joined the school 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

St. Mary's is a good school with some outstanding features. It continues to improve. Central to its work is a strong Christian ethos. Parents and pupils hold the school in high regard. Parents said, 'The children at St. Mary's have wonderful facilities and a dedicated staff' and '.....my daughter feels valued and safe'. The recent change to a two-form entry school on two sites has been managed well.

Pupils' personal development and well-being are outstanding. Their behaviour and attitudes to learning are excellent. They develop outstanding basic skills, including information and communication technology (ICT), to help them to become successful in their adult lives. They have an excellent understanding of how to keep healthy. They eat healthy snacks, drink water regularly and are enthusiastic participants in a wide range of physical activities. Attendance is good.

In 2006, standards were exceptionally high at the end of Years 2 and 6. Pupils, including those in the specialist units, achieve well because teaching and learning are good, with some outstanding elements. The quality and standards in Reception are outstanding and consequently children build very well on their above average starting points by the time they start in Year 1. Writing, particularly that of the boys has been identified as an area for improvement. The school has begun to tackle this by providing a more interesting curriculum, including drama, to stimulate pupils' imaginations.

Parents agree with the school's accurate view that leadership and management are good. They value the determined, enthusiastic leadership of the headteacher, which has a positive impact on pupils' achievement, personal development and care. His vision for the school is shared very effectively. A cohesive staff team are committed to building on what they have already achieved. As the leadership structure is relatively new, the management tools they need in order to carry out their roles are at an early stage of development. Individual teachers monitor pupils' progress well. The school is in the process of introducing systems for middle managers to collate and analyse data to use an effective management tool, but these are not yet in place. Governors know the school well, give it good support and are effective critical friends.

Care and support are outstanding. They have a significant impact on the development of pupils' self esteem and confidence. One parent said, 'The most important aspect for me is the calm, caring and nurturing environment'. Pupils in the specialist units are thriving because of the outstanding support they receive. Pupils say that they enjoy school because learning is fun and there is a wide range of exciting opportunities. A good broad, balanced and creative curriculum also offers pupils an exceptionally wide range of extra curricular opportunities. All pupils learn French. There are outstanding links with other organisations, for example, Twickenham Library where pupils' artwork is currently on display, that contribute well to pupils' personal and academic development. The school has evaluated its provision well, is focussing on the correct areas for improvement and is in a good position to improve further. Improvement has been good since the last inspection. The administrative staff play a crucial role on a day-to-day level in enabling the two sites to work well together as one school.

What the school should do to improve further

- Improve achievement and standards in writing, particularly for boys.
- Implement systems for middle managers to check on their subjects and areas of responsibility.

Achievement and standards

Grade: 2

The school sets challenging targets for improvement. In 2006, standards in English and mathematics were exceptionally high at the end of Years 2 and 6. Standards in science in Year 6 were also exceptionally high. The current Year 6 pupils are achieving well but because there are more pupils with learning difficulties, standards overall are below those in 2006. Nonetheless, standards are sufficiently high. Mathematics and science standards have improved well since the time of the last inspection because of improved assessment and more practical investigative opportunities in science. Pupils in the specialist units achieve well because of good quality teaching.

The school has correctly identified standards and achievement in writing, particularly that of the boys', as an area for improvement. This is being addressed by the provision of a more stimulating curriculum. Children make excellent progress in the Reception classes and progress well throughout the rest of the school. Pupils with learning difficulties and disabilities and bilingual pupils make progress in line with other pupils. There is no significant variation in achievement between different groups of pupils.

Personal development and well-being

Grade: 1

Spiritual, moral, social and cultural development is outstanding. One girl very confidently explained, 'I think everything here is perfect. I really like all the equipment we play with at break and lunch times'. Outstanding assemblies and good teaching ensure that pupils' behaviour and enjoyment of school are excellent, reflected in their good attendance. Pupils' understanding of healthy lifestyles is outstanding. They take advantage of the school's excellent facilities to exercise well. They eat fruit and understand the importance of drinking water. Pupils have an excellent range of opportunities to take on responsibility through the school council and by showing parents around school. Pupils say that the school takes account of their views. Pupils feel safe and say they have someone to whom they can turn if they are troubled. One commented, 'I feel safe and there is no bullying'. Pupils make an outstanding contribution to the local and wider community by raising funds for charities, having class assemblies for parents and visiting older citizens. Despite the split site, older pupils have good opportunities to develop their personal skills by working with younger pupils.

Quality of provision

Teaching and learning

Grade: 2

A parent commented, 'The energy and enthusiasm of the teachers is a brilliant influence on the children'. Teachers know their pupils well and match their learning to a range of styles. Pupils respond very well to the activities planned for them and engage very well with their learning. Teachers' explanations are clear and they are enthusiastic about the subjects they teach. Lessons have good pace and the use of whiteboard technology promotes good learning. In this highly inclusive school, pupils with learning difficulties and disabilities are supported well by teachers and teaching assistants. The few pupils who are at an early stage of learning English receive individual help. Pupils in the specialist units benefit from outstanding teaching and learning and have good opportunities to work with other pupils in class. Pupils achieve

well because staff engage them successfully. A key feature of lessons is the good opportunity to develop speaking and listening skills. On some occasions, work has not matched well enough to all pupils' needs and consequently they were not sufficiently challenged. This has often been the case when planning writing activities for boys.

Curriculum and other activities

Grade: 2

The curriculum is planned well to give pupils interesting experiences, which enable them to make good progress. In Reception, children are offered a wide range of learning activities based in play, including excellent use of the outside area. ICT is used to enrich the curriculum; children thoroughly enjoyed programming a robot and learning rhyming words at the same time. An exciting project to raise standards in writing is linked to stories and drama.

The specialised curriculum for pupils with learning difficulties and disabilities enables them to be fully included in school life. The school has identified the need to provide more challenging opportunities for more able pupils to raise their achievement further and to develop personal, social and health education provision further by focussing on social and emotional aspects of learning (SEAL) for all pupils.

Days or weeks with a special focus, such as International Week and Black History Week, are used to boost pupils' interest, providing different approaches to learning. A special day was spent, celebrating the life of a recently deceased pupil and exploring associated issues. Pupils take part in a wide range of well-attended clubs and other activities. Sport is well represented and popular with boys and girls of all ages. Many pupils learn to play a musical instrument and have the chance to perform in public, which helps them to develop their self-confidence.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. Care and support are outstanding, but there are still areas to be developed in academic guidance. A parent commented, 'The school's inclusion policy is to be commended'. All pupils are valued at St. Mary's whatever their backgrounds and abilities. Pupils' welfare is a high priority. Pupils with speech, language, communication and other specific needs receive outstanding care and support. Excellent child protection, health and safety and risk assessment procedures are in place. Pupils talk positively about the help they get from staff and the efforts made to support and encourage them. Pupils who feel lonely at break and lunch times sit on the friendship bench and they appreciate the fact that another pupil will offer help. Verbal feedback in lessons is good and marking shows pupils how to improve. The school is not complacent and in order to further improve achievement, pupils have new targets for reading and writing. Plans are underway for all pupils to have mathematics targets. The needs of pupils with learning difficulties and disabilities are met very effectively through a range of additional programmes. Parents are very supportive of their children's learning and appreciate the efforts that the school makes to keep them fully informed.

Leadership and management

Grade: 2

The headteacher's leadership is strong. He has had a positive impact on pupils' standards, achievement and personal development and well-being and as a result standards and personal

development at St Mary's are outstanding. Some managers are new in their posts and are currently developing their roles, particularly in monitoring teaching and learning and checking on pupils' progress throughout the year.

Managers at all levels are supportive, work together very well and share the same vision. Middle managers have a clear view of curriculum areas for development in their subjects but some do not have a clear view of current progress in their subjects and areas of responsibility. This is because whole school systems to ensure that all pupils are making the progress expected of them are not fully in place. Evaluation at all levels is effective and improvement initiatives are having a positive impact.

Governors' contribution to the development of the school is good. They offer good support, have a clear understanding of the school and its work and hold it to account. The school actively seeks and acts upon the views of parents and pupils. Parents are very supportive of the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

18 April 2007

Dear Pupils

Inspection of St Mary's Church of England Primary School, Amyand Park Road, Twickenham, TW1 3HE

Thank you for your help during the inspection, especially by talking to us about all the interesting things that you are able to enjoy at your school. We think that your school is good and that you are making good progress in your learning.

Here are some of the things that we liked best about your school.

- You enjoy school because you learn in a happy environment. Your attitudes and behaviour are excellent.
- All the adults in the school ensure that you are safe and well cared for.
- You are developing excellent academic and personal skills that will enable you to have a successful adult life. This is because you work hard and benefit from good and sometimes outstanding teaching.
- Your headteacher and staff have improved the school and are always trying to make it better.
- Your school provides you with interesting and varied opportunities to learn, to take on responsibility and to develop your personal skills.
- You know how to stay healthy by eating the right food, drinking water regularly and by taking plenty of exercise.

Here are some of the things that we think could be better.

- We think that you, particularly the boys, could achieve more in writing.
- In some instances your school needs to keep a closer check on how well you are making progress in some subjects.

We enjoyed our visit to your school and would like to send you our very best wishes for your future success.

Yours sincerely, Beryl Richmond Lead inspector