

St Mary's and St Peter's Church of England Primary School

Inspection report

Unique Reference Number	102917
Local Authority	Richmond Upon Thames
Inspection number	308164
Inspection date	18 March 2008
Reporting inspector	Rob Crompton

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	405
Appropriate authority	The governing body
Chair	Cllr S Knight
Headteacher	Mr J Logan
Date of previous school inspection	16 September 2003
School address	Somerset Road Teddington TW11 8RX
Telephone number	020 8943 0476
Fax number	020 8943 2496

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Introduction

The inspection was carried out by an Additional Inspector. The school was visited for one day. The inspector investigated the following issues in detail: achievement and standards, particularly in the Foundation Stage and Year 2, pupils' spiritual and cultural development, academic guidance, and the impact of leadership and management on the school's overall performance. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, curriculum and planning documents, observation of the school at work, interviews with staff and pupils and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments were not justified, and these have been included where appropriate in this report.

Description of the school

The school is larger than the average primary school. Most pupils are White British, with 20% coming from a range of minority ethnic backgrounds. Very few pupils are at an early stage of acquiring English. The proportion of pupils with learning difficulties and/or disabilities is about half the national average. Most of the pupils who need extra support have speech and communication problems or specific learning difficulties. Eight pupils have a statement of special educational needs, most of whom have physical disabilities or behavioural difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. One parent's comment, 'This is an excellent school with an enthusiastic and imaginative staff who provide a very exciting education for my children,' reflected the views expressed by the vast majority of parents who responded to the questionnaire. Pupils expressed similar sentiments, giving the school 'ten out of ten' for enjoyment.

Standards and achievement are outstanding. Excellent teaching, coupled with pupils' highly positive attitudes means that they achieve very well and reach exceptionally high standards. The understanding and skills children have as they enter the school are above those typical of their age. The school's detailed assessment information shows that pupils achieve very well through Reception and Years 1 and 2. A slight dip in attainment in Year 2 has been addressed successfully and current pupils are on course to reach above average standards. Achievement through Years 3 to 6 is exceptional and puts the school in the top 10% of all schools nationally. Whatever their starting points, pupils do well. For example, the proportion of pupils exceeding the expected standards in Year 6 is twice the national average in English, mathematics and science. Pupils with moderate learning difficulties are well supported and their attainment is above that found nationally for such pupils.

Within this highly positive picture, the school's meticulous tracking of achievement revealed that some pupils are not making quite the same progress in writing as they are in reading, and this is rightly a development priority. Skilled feedback by staff encourages pupils to strive for the challenging targets they are set. Lessons are well planned, take into account what pupils have previously found easy or difficult, and move at a brisk pace. Teachers inspire pupils to rise to the high level of challenge. They routinely share the learning objectives for each lesson, so pupils have a clear idea of the purpose of the work. For example, because the importance of introductory sentences was made clear in a Year 4 lesson, pupils' subsequent work included such powerful openers as, 'Nightfall. The snow was crunching under my feet' and 'I had been waiting for this moment all my life.'

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils behave extremely well. They grow in self-confidence, increasingly become independent, and try hard to succeed. Pupils feel safe in school. They are keen to point out that, on the very rare occasions that bullying occurs, it is dealt with promptly and fairly. Pupils have an excellent understanding of the importance of healthy nutrition and exercise. Pupils' strong empathy and concern for those in less fortunate circumstances is evident in their enthusiastic support of charities. They are proud of receiving the London Schools Environment Award and how their ideas were incorporated into the school's 'greenleaf garden'. The school won last year's Richmond in Bloom competition and pupils successfully lobbied the council to introduce a food recycling scheme in the borough's schools. The school council reports to the governors termly. They frequently take part in teacher interviews. Through such activities, pupils make an excellent contribution to school life. A junior citizenship programme and links with business organisations help pupils to develop skills that are relevant to their future economic well-being.

The outstanding curriculum offers many opportunities for pupils to excel. Stimulating topics, often involving visits to places of interest and outside speakers, capture pupils' imagination. For example, pupils talked enthusiastically about how visiting authors had inspired them and

helped to improve their poetry writing. A wide range of extra activities broadens their experience. The many sporting clubs promote health, fitness and teamwork. Other activities, such as the philosophy club led by a governor and a teacher, particularly appeal to gifted and talented pupils. The performing arts feature strongly. Working with professional actors, pupils perform extracts from Shakespeare's plays. Over three terms, all Year 4 pupils are taught the guitar, trombone and saxophone. Procedures for ensuring pupils' safety are first class and parents much appreciate the outstanding care, guidance and support their children receive; as one commented, 'All members of staff are extremely kind and helpful. They work very hard to make school life fun and a positive experience'. Pupils with physical disabilities are extremely well supported. Outside expertise is called upon frequently and, where necessary, specialist equipment such as Braille machines are provided.

Leadership and management are outstanding. There is a very strong team spirit and all staff are committed to sustaining a creative learning environment that stimulates and engages the pupils. Subject leaders provide well-informed and innovative leadership which inspires staff in their pursuit of excellence and even higher standards. Governors are regularly seen in the school. They often help out with working groups and other activities. Governors take their role in holding the school to account very seriously and take a full part in the school's excellent monitoring and review procedures. Self-evaluation is accurate and realistic, and reveals strengths and areas for improvement. Governors are actively involved in strategic planning and manage funds well. The school's excellent capacity to improve is evident from the excellent progress made since the last inspection and the common determination to move further forward.

Effectiveness of the Foundation Stage

Grade: 1

Home visits and strong links with feeder nurseries and playgroups, plus a very good induction process, help children settle in very quickly. Excellent provision in the Reception classes enables them to progress very well and most reach or exceed the expected standards. The teaching is lively and underpinned by warm relationships and a secure knowledge of how young children learn. Through careful observation staff build up a clear picture of children's strengths and specific needs, in order to refine their planning. Children delight in using the wealth of indoor and outdoor resources. In addition to a very secure foundation in literacy and numeracy, children develop particularly good computer skills. For example, children use an introductory graphics program to create and manipulate images and frequently use digital cameras to record their work. They take full advantage of well-designed outdoor adventure apparatus, the large construction blocks and toy vehicles. Such activities successfully promote their social, mathematical and physical development.

What the school should do to improve further

- Sustain the current emphasis on writing to bring achievement more in line with that in reading by the end of Year 6.

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Annex A

Inspection judgements

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

Achievement and standards

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

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

28 March 2008

Dear Pupils

Inspection of St Mary's and St Peter's Church of England Primary School, Teddington, TW11 8RX

Thank you for making me so welcome during my visit. There were so many good things to see, I wish I could have stayed longer. I really enjoyed seeing how well the Reception children were working and growing in confidence. Another highlight was the Year 4 musical performance for parents. The guitarists played really well and the brass instruments made a great sound. I also enjoyed the 'action poems' performed by Year 6 in the magnificent atrium. All told, the curriculum and extra activities are excellent.

By any measure, this is an outstanding school. From the excellent start in Reception, pupils go from strength to strength so by the end of Year 6, standards are exceptionally high. This is because your teachers inspire you to do your best and provide excellent support to help you make rapid progress in lessons and over time. Academic progress is not at the expense of other important areas of course. With the close cooperation of your parents, the school helps you grow into mature, caring and confident people, ready for the next stage in education and life beyond school. I was particularly impressed by the concern you show for the environment and the way you support one another when times are tough. This mirrors the way the school goes to great lengths to get to know you as individuals and ensure you feel happy and safe.

I am sure you will understand that many of the things you enjoy and gain from school life are the result of excellent leadership. The senior staff and governors work very well together on your behalf to help ensure the good things continue and to spot any areas for improvement. For example, despite the high standards in writing, they think they could be even better and this is the main thing for the school to tackle. You can do your bit by continuing to work hard and use all the ideas that teachers provide to help you refine your written work.

Thank you again for such an enjoyable visit.

Yours sincerely,

Rob Crompton

Lead Inspector