

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

Inspection report

Unique Reference Number	102907
Local Authority	Richmond Upon Thames
Inspection number	323712
Inspection dates	16–17 June 2009
Reporting inspector	June Woolhouse

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	156
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Rev Paul Dunn
Headteacher	Mrs Claire Boag
Date of previous school inspection	7 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Ashburnham Road Ham Richmond TW10 7NL
Telephone number	020 8940 7911
Fax number	020 8332 0987

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school, situated within attractive grounds, is smaller than average for its type. The majority of pupils are White British, but about a third comes from minority ethnic backgrounds. A few children are at an early stage of learning English. The proportion of pupils who have learning difficulties and/or disabilities is above the national average. These pupils mainly have speech, language and communication difficulties, dyslexia and visual impairment. Two pupils have a statement of special educational needs. The proportion of pupils who are entitled to free school meals is above average. The school has achieved the Basic Skills Mark and Reading awards. The school has provision for the Early Years Foundation Stage through the Nursery and Reception classes. A purpose-built Children's Centre opened in 2008 and houses the school's Nursery class. A private playgroup operates in the Centre each afternoon for children from the age of two years. The school runs a daily breakfast club.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Richard's with St Andrew's Church of England Primary is a good school and has improved a great deal since its last inspection. The instability caused by several changes of senior staff in the space of two years was curtailed by the appointment of the present headteacher. Her clear vision and determination to improve the school, ably supported by a very dedicated senior leadership team and governing body, have resulted in steadily improving standards by the end of Year 6. Pupils achieve well, including those who have learning difficulties and/or disabilities, making good progress from starting points that are below what is expected for their ages. Pupils who are at an early stage of learning English also achieve well because their needs are quickly identified and lessons are well planned, which ensures they make rapid progress.

Pupils' personal development is good because the school's pastoral care systems are strong and all adults make pupil well-being a priority. Pupils enjoy lessons and have good relationships with their teachers and each other. Consequently, there is a calm and purposeful atmosphere in which they set about their learning with much enthusiasm. The vast majority of parents are very satisfied with how the school is run and the ways in which their children are taught and cared for. As one parent commented, reflecting the views of many, 'The school is friendly and caring and instils strong moral values and promotes a caring attitude amongst the children. Everyone takes care of each other.' Behaviour has improved and is now consistently good. Pupils' attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is good. They have a good understanding of keeping safe and staying healthy and this is reflected in the good attendance at after school sporting activities. They are developing satisfactory skills needed for the next stage of learning, especially in speaking, listening and writing, and put these skills to good use in lessons.

Teaching is good and some is outstanding, resulting in better than expected progress in some classes. The curriculum is broad and well linked within themes, for example Book Week, which allows pupils to have a meaningful context in which to set their knowledge and skills. There are examples of high-quality marking in some classes with clear guidance on what steps pupils should take to assure further progress. This is not the case in all classes where corrections and unfinished work are not followed up and completed. In some classes pupils do not always present their work as well as they could. Progress is also affected if pupils do not have opportunities to check their own work against the targets set by their teachers.

Teachers make effective use of very good tracking systems coordinated by the headteacher. Pupils' progress in reading, writing and mathematics, is recorded and discussed four times a year and that information is used to identify any individuals who are not doing well enough. The school then uses a good range of support strategies to help these pupils make up any lost ground.

Leadership and management are good. The school is well led by the headteacher and senior leadership team, who continually seek improvements for the benefit of the pupils. Equal opportunities and community cohesion are promoted very effectively, spearheaded by the chair of governors who is the vicar in the adjacent church. He is instrumental in forging good links between the local and school communities and this has brought closer involvement of parents in the support of their children in school. Self-evaluation is accurate and teachers are becoming more skilled in judging each pupil's level of attainment in reading, writing, mathematics and

science. The many positive changes since the last inspection show the school is well placed to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage is good. Children enter the Nursery class with skills below those expected for their age but make good progress by the end of the Reception Year. An increasing number of children are at an early stage of speaking English, which restricts their ability to communicate easily and share their ideas when they play together. Nevertheless, exemplary planning indicates very clearly that the Early Years Foundation Stage leader understands very well how young children learn. As a result, children settle in quickly, are enthused by the opportunities offered them and make rapid progress. The new Nursery accommodation and resources are spectacularly attractive and used to maximum effect to promote children's curiosity, interests and problem-solving skills. Children have a marvellous time fully supported by skilled adults whose attention to high-quality spoken English contributes well to the rapid improvement in how they communicate with each other. This continues in the Reception class with an increasing amount of direct teaching that effectively promotes essential literacy and numeracy skills. Occasionally, children are a little over-directed but the school is aware of the importance of a good balance between children's choices and direct teaching. Welfare systems are fully in place, ensuring children's safety and well-being and very good leadership in monitoring and evaluating all aspects of provision means that children thrive and make good progress. Good links with other agencies and full involvement of parents contribute well to these developments.

What the school should do to improve further

- Raise standards in English, mathematics and science and continue to focus sharply on improving speaking, reading, writing and numeracy skills, especially in Key Stage 1.
- Ensure consistency in assessment and marking so that pupils know how to improve the quality of their work and its presentation, leading to greater progress.

Achievement and standards

Grade: 2

Pupils enter Key Stage 1 with standards below the level expected for their ages although attainment by the end of the Reception Year continues to improve. Standards at the end of Year 2 are below average, but not significantly so. Small classes affect the reliability of the data. Inspectors evaluated the progress of individual pupils from the school's tracking system for all year groups and work produced in their books. This confirmed that they continue to make at least satisfactory progress overall in spite of the increasing numbers who are at an early stage of learning English or who join school later. The school's emphasis on improving writing has resulted in good progress for many pupils in Key Stage 1 but the senior leadership team knows that an unrelenting approach to improving pupils' reading, writing and mathematics must continue in order to bring standards in line with national averages by the end of Year 2. As pupils move through Key Stage 2, their progress accelerates so that by Year 6 standards match national averages and their achievement is good. Challenging targets are met and the dip in science standards last year has been arrested following a review of teaching and successful modification to planning. Improvements in reading and writing have resulted in the school gaining the Basic Skills and Reading awards.

Personal development and well-being

Grade: 2

Good pupil attitudes, improved attendance and consistently good behaviour are testament to the impact of the school's effective care and support for their well-being. The school's Christian ethos underpins good spiritual, moral, social and cultural development and also promotes effective involvement in the local community. Pupils collect money for charities, give musical performances and enjoy visits to the surrounding area, especially to support learning in history and geography. The occasional incidence of bullying is quickly dealt with by staff and pupils know that supportive adults are on hand in such circumstances. Inspectors did not see anything to suggest any kind of conflict among groups of pupils. Lessons that promote an understanding of healthy lifestyles and personal safety contribute well to pupils' personal and social development. Pupils are enthusiastic about the many sporting activities they take part in, but especially the weekly swimming opportunities in their own indoor pool.

Quality of provision

Teaching and learning

Grade: 2

Teachers motivate their pupils well by planning activities that interest them and by giving them sufficient time to discuss with each other what they are thinking about. Encouraging pupils to explain their learning builds their confidence and enthusiastic attitudes in lessons. This has also had a positive impact on behaviour which has improved significantly since the last inspection. Teachers are generally successful in matching work to the needs of individuals and groups, using the school's good systems that track pupils' progress. However, sometimes this is not done accurately enough, and some tasks lack challenge for the more able pupils, especially in Key Stage 1. Skilled teaching assistants contribute positively to pupils' learning, particularly in supporting those who are starting to learn English and who have particular needs in listening and speaking, as well as in understanding the routines of a new school. Resources are well prepared and good quality displays in some classrooms provide a constant source of information that informs pupils how to improve their vocabulary, spellings, handwriting and punctuation.

Curriculum and other activities

Grade: 2

The curriculum is well planned and offers a broad range of activities that meets the needs of the vast majority of pupils. It is enhanced further with opportunities to learn Spanish and German. There is a flourishing French club and specialist music teaching. Provision for sport is good and the school benefits from a well-used indoor swimming pool which allows pupils to swim throughout the year and remain fit and healthy. Well-planned programmes for personal, social and health education contribute to pupils' personal development. Circle Time is well used when any issues arise and explanations are pursued by everyone to find solutions. Curriculum planning is beginning to link subjects more closely into themes and effectively promote literacy skills across all subjects. At present, these topics take place over a week and are not fully embedded as themes that are taught throughout each term. The planned weeks for science, history, geography, religious education and Book Week do provide more depth and continuity to pupils' learning. A good variety of clubs, visits and visitors into school enhance pupils' learning and enjoyment further.

Care, guidance and support

Grade: 2

Child protection, risk assessments and health and safety procedures work effectively, contributing well to pupils' feeling of safety and well-being. The school makes good links within the local authority and with a range of services to help and support pupils as necessary, particularly with the education welfare officer regarding attendance and support for pupils at an early stage of learning English. The local authority has been consistent and reliable in its support of the school when recruitment was difficult and this has now paid dividends. The school's well-organised procedures to identify individual needs, including those who are just starting to speak English, take effect immediately pupils enter school. They receive good help and guidance from well-trained support staff. Challenging targets are set in literacy and numeracy and are regularly monitored as part of the school's tracking of progress. Academic support is effective and ensures that most pupils make good progress in their learning. The headteacher organises professional development sessions that contribute further to improve the accuracy of assessments at Key Stage 1.

Leadership and management

Grade: 2

The headteacher's drive for improvement and her ability to bring together highly committed individuals into an effective team have been major factors in the school's success in raising standards and expectations in the school community. Governors, well led by the chair, fully support staff and contribute well to those matters that provide firm foundations for further progress. These include close scrutiny of financial matters, performance management and involvement in the newly built Children's Centre. Clear procedures for evaluating the work of the school include observing teaching and scrutinising planning and pupils' work. This is increasingly more accurate and helps teachers to plan better for individual needs. There is a strong focus on how well pupils are making progress so that standards will improve further. Subject leaders for English, mathematics, science, and information and communication technology (ICT) have been involved well in this process. Parents are increasingly involved in their children's learning and can meet teachers regularly. This is a fully inclusive school where every child's needs are recognised and planned for. A good understanding of community cohesion extends to a wider community and pupils are familiar with global issues, for example relating to climate change and sustainability. All safeguarding procedures are fully in place.

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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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

30 June 2009

Dear Pupils

Inspection of St Richard's with St Andrew's Church of England Primary School, Richmond, TW10 7NL

Thank you for helping us with the inspection of your school. We enjoyed seeing you doing your work and we think you behave well and help each other to do lots of interesting things. This means you are able to make good progress and the standards in your reading, writing, mathematics and science are going up but need to improve even further. You are very good at listening and then talking with each other about how to complete your work. The school has improved a lot since inspectors came to see you last time. Your teachers help you a lot, especially those of you who find learning difficult or haven't learned all the English words you need to know.

We have asked Mrs Boag to make sure you continue to improve your reading, writing, mathematics and science. We would also like to see all teachers making sure that when they ask you to improve your work and make corrections that this always happens. We think that some of you could be a bit neater with how you present your work in books.

So please be sure to talk about how you can make your work even better, do all your corrections and ask yourselves 'is this my best work'? It is also important that you come to school every day and don't miss any lessons. Have a lovely summer holiday. Good luck to those in Year 6 who will be starting a new school in September. You might feel a bit nervous at first but it will soon pass and you will have a great time. You will probably miss being at St Richard's and St Andrew's but I know that everyone will be pleased to see you if you decide to call in and tell them about your new school.

Yours faithfully

Mrs June Woolhouse

Lead Inspector