

Archdeacon Cambridge's Church of England Primary School

Inspection report

Unique Reference Number	102920
Local Authority	Richmond Upon Thames
Inspection number	323714
Inspection date	28 January 2009
Reporting inspector	Sue Rogers

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)	447
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	Mr David King
Headteacher	Mrs Janet Foster
Date of previous school inspection	2 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	The Green Twickenham TW2 5TU
Telephone number	020 8894 4777
Fax number	020 8893 4762

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following areas:

- the quality of teaching and learning, and improvements since the last inspection
- the impact of other improvement work done by leaders, especially in mathematics, the Early Years Foundation Stage and the curriculum
- the quality of pupils' personal development and the school's provision for their care, guidance and support.

The inspectors gathered evidence from: lesson observations; examination of pupils' work and school documents; parents' responses to questionnaires; and discussions with pupils, the Chair of Governors and staff. Other aspects of the school's work were not investigated in detail. However, the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Archdeacon Cambridge's School is a larger than average primary school with a Nursery. The proportions of pupils who require extra support with their lessons because they have special needs or do not speak English very well are lower than those found in most other schools. Fewer pupils take free school meals than is usual. However, the number of pupils of minority ethnic background is average. The school has attained several external chartermarks, the most recent of which is the Artsmark Gold award, gained for the third time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Archdeacon Cambridge's School is a good school that continues to improve. The pupils' personal development is outstanding, as is the teachers' planning of the curriculum. This results in pupils making good progress in their work, so that they achieve standards that are above average by the time they leave Year 6.

Pupils thoroughly enjoy school, making comments such as 'lessons are brilliant'. This is because teachers design stimulating activities, setting learning in context. Leaders have effectively pre-empted some of the recommendations in the current national curriculum review and have cross-linked subjects to create interesting project themes. The school's chartermarks in art, physical education and basic skills confirm the richness of the curriculum, especially in drama and music. For example, the school regularly performs Shakespeare plays in its amphitheatre. Teaching observed, pupils' workbooks and school records show that teaching is good.

Consequently, all groups of pupils make good progress. Pupils who find work more difficult receive effective support, through good management of intervention programmes and strong use of teaching assistants. The few pupils who need support with English, as it is not their mother tongue, do exceptionally well.

The large majority of parents share their children's views, confirming that this is a good school. Several included remarks such as 'We consider ourselves lucky to belong to such a caring, positive school'. The school has made great strides in gathering and analysing assessment information to ensure that it sets challenging targets for its pupils. This work has increased teachers' knowledge about pupils' weaknesses, helping to improve standards, especially in mathematics, over the last year. The school has also set up good, complementary, assessment systems, designed to support pupils in self-evaluating their own work. However, teachers' assessments are not always entirely accurate. On occasion, therefore, work is not pitched at the correct level and pupils are not given consistent information on how to improve. As a result, pupils' progress, though good, is a little uneven at times.

Care of pupils is outstanding and relationships throughout the school are excellent. Pupils are given a range of opportunities to interact with people from different communities and faiths. Consequently, pupils' spiritual, moral social and cultural education is good. Pupils say that they feel very safe. Behaviour is good and attendance is well above average. Pupils also have excellent opportunities to learn to take responsibility, with a group of Eco Warriors demonstrating this in their enthusiastic commitment to the environment. A Healthy Schools Award testifies that pupils have excellent opportunities to take exercise and know how to be healthy. Pupils' skills in information and communication technology have improved and these, coupled with their high standards in basic skills and good social skills, show that pupils are well prepared for the next stages in their education.

The headteacher has worked very hard to build an effective and committed team. Leaders focus on raising standards, and have secured notable improvements in personal development, early years' teaching, mathematics and the curriculum. Governors remain outstanding in their support, challenge and commitment and the school is therefore well placed to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Parents are almost exclusively positive about their children's start in Nursery and Reception. They typically comment that there is an excellent mix of 'nurture, positivity, discipline and encouragement'. Arrangements for children's care and welfare are outstanding and this creates a firm foundation and positive attitudes for future learning. Children get on very well together and they play happily on their own and with others. They are very enthusiastic about their learning because teaching is good and teachers plan activities that are a close match to children's interests and needs. For example, watching the children perform an African musical parade in the rain was a joyous experience!

As a result, children achieve well in the Early Years Foundation Stage. When they join the Nursery, children's ability levels are, on average, higher than would typically be expected for children of this age. All groups of children make good rates of progress in all areas of learning. Consequently, they reach standards that are at least above national expectations, and sometimes well above, by the time they enter Year 1. There is a good balance between activities that are chosen by children and those that are led and supported by adults. However, the school recognises that it could do a little more to help children evaluate their learning, when working independently. The Early Years Foundation Stage leader is effective, confident and committed. Initiatives that are raising expectations in literacy such as the promotion of mark-making, writing and recording, are all bearing fruit and suggest that standards will continue to improve.

What the school should do to improve further

- Improve the accuracy of teachers' assessments, so that work is consistently set at the correct level and pupils have information on what they need to do to self-evaluate and improve on a regular basis.

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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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	2
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	2

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?	1
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	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

Annex B

Text from letter to pupils explaining the findings of the inspection

10 February 2009

Dear Pupils

Inspection of Archdeacon Cambridge's Church of England Primary School, Twickenham, TW2 5TU

Thank you very much for your help when we visited your school. We were delighted to see how polite you were and to hear how much you enjoy school. It was good to see how keen you were to show us your work and talk about what you were doing. Special thanks to the members of the school council and the Eco Warriors who met with us to answer our questions.

We agree with you that Archdeacon Cambridge's school is a good school. You are well taught and extremely well looked after. You all seem to get on together very well and learn a great deal about how to be safe and healthy. You do especially well in learning how to be responsible citizens. Your very enthusiastic Eco Warriors are a good example of this. The lessons and activities that the staff plan for you are exciting and interesting and all groups of pupils make good progress. Your test results at the end of Year 6 are above average. However, some of you appear to make progress that is a little better at some times than at others. Because of this, we have asked teachers to check their assessments more regularly and keep you up to date with what they have found out. You can then go back and improve what you have done each week.

Keep on working so hard and being such good ambassadors for your school!

Yours faithfully

Sue Rogers

Lead Inspector