

St Richard Reynolds Catholic Primary School

Clifden Road, Twickenham, London, TW1 4LT

Inspection dates 25–26 February 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- This new school has made an outstanding start. This is due to far-sighted planning and dedicated support from governors.
- The principal ensures that the links between the primary and secondary sections of the college are mutually beneficial. Primary pupils benefit from specialist teaching, and secondary students and staff gain experience from working with younger pupils.
- School leaders have high expectations. This has developed an ethos of pride in achievement which is shared by governors, staff, pupils and parents. Leaders, managers and governors have ensured that teaching and achievement have improved and are outstanding.
- Leadership at all levels is of a high standard. The primary school benefits from the outstanding leadership of the early years provision and Key Stage 1 leader, and from a strong working relationship with leaders and managers in the secondary school.
- Outstanding teaching ensures that pupils make rapid progress in English and mathematics. Pupils of all abilities and backgrounds achieve extremely well.
- Pupils of all abilities, backgrounds and cultures work together well. Language and communication skills are well developed. Excellent speaking and listening are a strength of the school.
- The school has a strong spiritual life, which is apparent in the attitudes of even the youngest children. Although there are strong links with the Catholic Church, other faiths are respected and celebrated.
- Pupils' social skills are fostered and pupils develop moral attitudes based on consideration and respect. The cultural life of the primary school is enhanced by the extra teaching and facilities shared with the secondary school.
- Behaviour standards are very high and even the youngest pupils manage their behaviour very well and work and play together harmoniously.
- The school encourages parents to play a key role in their children's learning and this plays a key part in their success.
- Safety is a high priority and pupils learn to keep themselves safe from an early age.
- The early years provision is very well managed and provides children with an excellent start. They settle quickly and rapidly develop skills in reading, writing and mathematics which equip them well for their future education.

Information about this inspection

- Seven lessons and parts of lessons were observed, one jointly with the principal. Two of these lessons were taught by staff from the federated secondary school. Pupils were also seen working in small groups and individually with teachers and teaching assistants.
- The responses of 49 parents to the Parent View online questionnaire were reviewed and the inspector spoke informally to parents. The responses of staff to the Ofsted questionnaire were also taken into account.
- The inspector spoke to a group of pupils who talked about their work and progress. Pupils from the Reception class and Year 1 read to the inspector and talked about their reading.
- Pupils' work was examined in lessons and through a work scrutiny.
- Meetings were held with governors and local authority representatives.
- Records of attendance, exclusions and behaviour were examined. Pupils' progress information was analysed. School self-evaluation and action plans and governors' minutes were reviewed.

Inspection team

John Worgan, Lead inspector

Additional Inspector

Full report

Information about this school

- St Richard Reynolds Catholic College consists of two schools, St Richard Reynolds Catholic Primary School for pupils aged four to 11 and St Richard Reynolds Catholic High School for pupils aged 11 to 18. The primary school is federated with the secondary school, with one governing body and joint policies where appropriate. Secondary teachers help to deliver the primary curriculum.
- The college is administered by Richmond London Borough Council and the Roman Catholic Diocese of Westminster.
- The school was opened in September 2013, with voluntary aided status, admitting 30 pupils into the primary school, forming one Reception class.
- St Richard Reynolds is a below-average-sized primary school. It is a one-form entry school that currently has Reception and Year 1 classes only.
- Children in the early years are taught in one full-time Reception class of 30 children.
- The proportion of pupils supported by the pupil premium is well below average. This is additional government funding to support those pupils eligible for school meals and those in the care of the local authority.
- Most pupils are from White British backgrounds. Few speak English as an additional language.
- There are no disabled pupils and none designated as having special educational needs.

What does the school need to do to improve further?

- Improve marking and verbal feedback by giving pupils specific tasks which will help them to make the next steps in their learning.

Inspection judgements

The leadership and management are outstanding

- The leadership of the principal is highly regarded by pupils, parents, staff and governors. Raising achievement and high quality teaching are a priority for all staff and this is reflected in the high standard of work and strongly positive attitudes of pupils.
 - The primary section of the school is very ably managed by the early years and Key Stage 1 leader, with the support of the vice principal.
 - Awareness of strengths and weaknesses, founded on accurate achievement information and thorough monitoring, leads to effective planning. Examples of this include the identification of communication and language and physical and motor skills as areas of relative weakness when children enter the school. Due to the positive actions and excellent teaching, by the end of the Reception year these had become areas of strength.
 - Information on pupils' progress is collected regularly and staff check this thoroughly. Parents are well informed about their children's progress. In the Reception class, an online recording system enables parents to view children's work from home. Parents can see how they are progressing in relation to the early learning goals and add their own evidence of children's achievements.
 - Teachers' performance and progression through the pay scales are evaluated in terms of pupils' progress and the quality of teaching. Checks on teaching are thorough and supportive and have contributed to the outstanding quality of teaching.
 - Middle leadership is highly effective. The early years and Key Stage 1 leader provides excellent leadership for the team of teachers and teaching assistants in the primary school. Her expertise in assessment and in providing a high quality experience for young children is recognised by the local authority, for which she acts as a leading teacher.
 - The school fosters excellent relationships and behaviour is of a very high standard. The youngest pupils are encouraged to develop their social skills and to work together harmoniously with other children. This is reflected in the excellent progress which they make in personal and social development.
 - The small number of pupils in receipt of the pupil premium are well supported, and funding is used effectively to provide extra teaching support and resources for learning.
 - The curriculum is broad and balanced and is well planned. The new National Curriculum has been implemented effectively and the key performance indicators are used as the basis for assessment. The use of specialist teachers from the secondary school enriches pupils' experiences. The pupils are well prepared for life in modern Britain, for example through the excellent development of basic skills in literacy and numeracy and through visits from police and the fire service which make them aware of safety in the community. There is a range of extra-curricular activities, including music and sport. Physical education is taught by a specialist from the secondary school. The school has not yet received any sport premium funding.
 - Leaders ensure equality of opportunity, and discrimination is not accepted. Although the school has a strong Catholic ethos, pupils learn about other faiths and are encouraged to respect others' views.
 - The local authority is highly complimentary about the way in which the school has developed since its opening. At the school's request, support is provided to assist staff in developing the new areas of expertise which are needed as the school grows, and this has been effective.
 - Parents are highly supportive of the school and spoke warmly of the way in which the principal and the staff of the primary school have created a welcoming environment in which their children learn and progress well. All of the parents who responded to Parent View were positive.
 - Safeguarding and the safe recruiting of staff meet statutory requirements. Procedures are very effective. All staff are well trained in safety matters and ensure that all pupils are safe and well cared for.
- **The governance of the school:**
- The governing body played an exceptionally effective role in planning before the school opened, and in supporting the leadership and management as the school has developed.
 - Governors have a wide range of skills which supports the school effectively and there is a waiting list of potential governors which ensures that the high quality of governor support can be sustained.
 - Governors are fully involved in the school's self-evaluation. They understand and monitor the process of target setting, based on pupils' achievement and the data on which it is based. They are clearly aware of the qualities which comprise good and outstanding teaching and ensure that standards are monitored carefully. They oversee performance management and ensure that teachers are rewarded for teaching

well and that support is provided to improve teaching.

- Governors regularly consult parents, both informally and through questionnaires. Parents' views have been taken into account as the school has developed.
- Governors are well aware of safeguarding requirements and procedures. Governors are trained in safer recruitment and monitor the implementation of policies carefully.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding because pupils have excellent attitudes to learning, whether working independently or with other pupils.
- In the early years provision, a high priority is placed on developing positive attitudes to learning and good relationships. This creates the basis for a responsible approach to their work and a considerate attitude to others which is evident as they progress through the school.
- Pupils work very well in pairs and in groups, helping each other to learn. Teachers encourage them to listen and to learn from each other, and pupils' speaking and listening skills are of a high order.
- Outside lessons, pupils behave extremely well, showing courtesy and consideration to each other and to adults.
- Bullying is extremely rare. The occasional minor incidents are dealt with promptly and effectively and pupils say that they are confident of adult support whenever they have problems. They understand about different forms of bullying and even the youngest children were able to explain how to keep themselves safe when using the internet.
- Pupils attend regularly and the school takes appropriate action if a pupil's attendance gives rise for concern.
- Pupils say that staff listen to them and take account of their views. Members of the secondary school council visit primary classes to gather their views so that they are considered.
- Pupils are encouraged to learn about, and to respect, other cultures.
- Parents, in discussion, and in the Parent View online questionnaire, were strongly positive about standards of behaviour and the ways in which their children are being encouraged to become good citizens.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Safe recruitment practices are followed meticulously and staff are all trained in safeguarding procedures.
- Policies relating to safety are clear and are well understood and are followed fully.
- Children are aware of how to keep themselves safe and behave safely. Visits from the police and the fire brigade help them to understand the wider context of public safety.

The quality of teaching

is outstanding

- Teaching is of very high quality. This has resulted in pupils of all abilities and backgrounds making outstanding progress.
- The learning environment in both the Reception and Year 1 classrooms is welcoming and stimulating. Expectations are high and pupils take responsibility for their own learning, whether working on their own or in pairs or groups.
- A wide range of resources is used imaginatively to support learning. In a mathematics lesson, Reception children were using spring scales and balances to compare the weight of objects and to speculate on the outcomes of their experiments. They thoroughly enjoyed their work and were delighted when their prediction that the teacher's balance would collapse under the weight of a heavy object proved correct.
- In the early years, careful progress checking and planning ensures that activities are well matched to children's needs. Teachers and teaching assistants record children's work and activities using an online system, which enables parents to review their progress.
- Teachers have high expectations and teaching assistants are well trained to support children with additional needs, including the more able.
- In Year 1, progress is sustained because there are excellent transition arrangements and teachers ensure that pupils continue to make outstanding progress from their starting points at the end of the Reception

year.

- Marking is thorough and verbal feedback is encouraging and helpful. However, teachers do not always give specific guidance on the next step which pupils need to take to improve their work.
- Pupils speak confidently and listen to each other well. For example, in a Year 1 literacy lesson, pupils discussed ideas for a story based on a fantasy garden, showing imagination and a wide vocabulary.
- The teaching of phonics (letters and the sounds which they make) is of particularly high quality. In a lesson focusing on the 'ee' sound, Reception children were able to suggest a wide range of examples of 'tricky words' including 'kiwi'.
- The link with the federated secondary school enables children in Reception and pupils in Year 1 to receive high quality teaching from specialist teachers. Pupils have regular French lessons and enjoy them, answering questions confidently in French. Music and physical education are also taught in this way, ensuring that pupils receive outstanding teaching, making excellent progress from an early age.

The achievement of pupils

is outstanding

- Children are well supported and make rapid progress during the Reception year. In Year 1 this progress is sustained and school assessments indicate that a significant proportion will have reached standards well above those expected for their age.
- There are no significant differences in the progress of different groups of pupils. Boys and girls do equally well and pupils from different ethnic backgrounds make similar progress to other pupils.
- Pupils with English as an additional language are progressing well and parents of these children spoke highly of the support which they receive.
- There are no pupils who are registered as having special needs or disabilities in the primary school. The school supports 15 pupils who have been identified as having specific needs. A programme of support, organised by the special needs coordinator, who also works in the secondary school, ensures that their needs are met and that they make good progress.
- There are two pupils in the primary school who are supported through the pupil premium. These pupils are making good progress from their starting points. Due to the small numbers it is not possible to comment on their progress in relation to others nationally.
- Pupils' progress in reading is exceptionally strong thanks to the very effective teaching of phonics. Pupils enjoy reading and read widely. Records are thorough and show that parents' support is a major factor in improving pupils' reading skills.
- Progress in writing is outstanding. In the Reception class, basic writing skills are developed well and, by the end of Year 1, most pupils are writing accurately and confidently.
- Standards in mathematics are high and pupils are progressing well. Pupils calculate confidently and apply their skills to solving problems. Higher ability pupils are challenged, enjoying their work and achieving well.
- Higher ability pupils are making outstanding progress in reading, mathematics and especially in writing. The inspector saw examples of very high quality writing and exceptional progress by some pupils during Year 1.

The early years provision

is outstanding

- The knowledge and skills of children when they start school in the Reception class are similar to those expected for their age, with some weaker areas especially in communication and language. They make rapid progress from their different starting points because their needs are quickly identified. Outstanding teaching enables them to acquire the skills which they need in order to learn and to work together. By the end of the Reception year, they are ready to keep up their progress in Year 1.
- Children are given many opportunities to develop their reading and writing. They make excellent progress in literacy, and reading is above average by the end of the Reception year. Pupils read very well to the inspector, demonstrating the use of phonics to tackle unfamiliar words.
- Children enjoy activities which are well planned to engage their interest. In a mathematics lesson, they moved between a variety of activities in which they measured and compared a range of different objects, both within the classroom and in the outside area, enjoying the experience. This supported their engagement in learning.
- Clear routines and good relationships ensure that children feel safe and secure. Adults work effectively together and children feel confident in asking for help whenever they have a problem. Teaching assistants

work very effectively, helping children to develop the confidence to learn and to solve problems for themselves.

- Children enjoy working and playing together with their friends. They behave extremely well, supporting each other's learning and cooperating well when working in groups.
- Both the Reception and Year 1 class are organised so that children share an outside area. They can work in different groups and can move freely and safely between activities.
- A particular feature of the learning for children is the specialist teaching which they receive in physical education, French and music. The positive influence of the secondary school is also seen when older pupils volunteer as play leaders to work with younger children. This helps them to find out about their future experiences as they move up the school.
- Provision is well managed and leadership is outstanding. The team of teachers and teaching assistants works very well together. Assessment is a strength and teachers and others use the online assessment system very effectively, which is much appreciated by parents.
- Links with parents are strong and parents are highly complimentary about their children's experience of school.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139122
Local authority	Richmond upon Thames
Inspection number	449836

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 of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Andrew Cole
Headteacher	Richard Burke
Telephone number	02083254630
Email address	office@srrcc.org.uk

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