

# The Russell Primary School

Petersham Road, Petersham, Richmond, Surrey, TW10 7AH

**Inspection dates** 24–25 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Over time, pupils' progress is good. Pupils leave at the end of Year 6 with standards well above national averages in reading and mathematics. In writing, pupils reach average levels.
- Children get off to a good start in the Early Years Foundation Stage. They are interested and excited to learn by the activities they have.
- The quality of teaching is good. Lessons are well planned to ensure that pupils' academic and personal development are carefully supported.
- The provision for those who have autistic spectrum disorders and other complex needs enables these pupils to make good progress. All staff are well trained.
- Pupils' spiritual, moral, social and cultural development is promoted well in all aspects of school life.
- Pupils behave well and feel safe and secure in school. They talk enthusiastically about what they have learnt in lessons. They show a strong pride in belonging to the school.
- The headteacher and senior leaders are committed and continue to drive for further improvements.
- Governors have a secure understanding of the school's strengths and areas for development. They make sure that additional funding for the pupil premium and sports funding is well used.
- Parents are overwhelmingly supportive of the school.

### It is not yet an outstanding school because

- Pupils' progress in writing is slower than other subjects because teachers do not always ensure that the quality of writing is of the highest standard. Pupils do not always write at length to develop their ideas and skills.
- Subject leaders do not always check or analyse information about how well pupils across the school make progress in their subject.

## Information about this inspection

- The inspectors observed 23 lessons and part lessons, including eight joint observations with the senior leadership team. In addition, inspectors heard pupils read in Years 2 and 6.
- Meetings were held with two groups of pupils, school staff and members of the governing body, including the Chair. There was a discussion with the leader of the provision for pupils who have autistic spectrum and other complex needs. A meeting was held with a representative from the local authority.
- Inspectors took account of 49 responses to the on-line questionnaire, Parent View, as well as holding informal discussions with parents who were collecting their children from school.
- Inspectors observed the school’s work and analysed a large range of documents and policies, including the school’s own data on pupils’ current progress and its planning and monitoring documents. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 13 responses to the staff questionnaire.

## Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Adam Hewett

Additional Inspector

Rekha Bhakoo

Additional Inspector

## Full report

### Information about this school

- The Russell is an average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is average. Pupil premium is extra funding provided by the government for looked after children, pupils known to be eligible for free school meals.
- The school has a specialist resource provision for five pupils up to Year 2 who have autistic spectrum disorders and other complex needs.
- The proportion of pupils with special educational needs supported through school action is slightly below average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is also slightly below the national average.
- Pupils come from a range of different ethnic backgrounds. The largest ethnic group is White British and those from any other White background. The proportion of pupils who are learning English as an additional language is much higher than the national average.
- The school meets the current floor standards, which are the minimum standards for pupils' attainment and progress expected by the government.
- There is a school breakfast club which is run by the governing body.

### What does the school need to do to improve further?

- Improve the progress of pupils' writing in Years 1 to 6 by teachers ensuring the quality of writing is always of the highest standard, and helping pupils write at greater length to develop their ideas and skills.
- Subject leaders taking more responsibility for the progress of pupils by ensuring they frequently check and analyse how well they achieve in their subject across the school.

## Inspection judgements

### The achievement of pupils

is good

- Children are well prepared for school and have skills which are typically expected for their age group when they start. In both Nursery and Reception they make good progress and enter Year 1 often with skills that are above those expected for their age.
- All different groups of pupils make good progress from their various starting points, including those who speak English as an additional language.
- Over time, pupils' progress is good which means that, by the end of Key Stage 2, pupils achieve well and reach levels in national tests which are higher than the national average. In 2012 it was higher in reading, writing and mathematics. In 2013, attainment and progress in writing dipped to average levels, but remained better than average in reading and mathematics. Pupils' written work over time is relatively short and not always to best level it could be.
- The 2013 national results were affected because nearly a fifth of the pupils joined the school the previous year. The school gave these pupils extensive support to enable them to catch up.
- Pupils' reading skills develop carefully across the school and pupils show a good level of understanding. Pupils enjoy reading and there are effective partnerships formed between younger and older pupils when they read together. The results of the Year 1 phonics check were slightly higher than the national average.
- As many pupils were eligible for the pupil premium and new to the school last year, the comparisons between those eligible and their classmates are wide. In mathematics and writing they were nearly six terms behind their classmates, whilst in reading they were two terms behind their classmates. Comparisons with all pupils nationally showed smaller gaps. In writing they were four terms behind, in mathematics they were two terms behind, but in reading they were not behind. The school's 2013 information on pupils' progress for those who had been at the school for a longer time shows much smaller gaps. Also, within the different year groups there are now insignificant gaps between the progress and attainment of pupils eligible for additional funding and their peers.
- The school promotes equality of opportunity well and provides good quality additional provision for disabled pupils and those who have special educational needs and, as a result, they progress as well as others in the school.
- The pupils who attend the specialist resourced provision, for those who have autistic spectrum disorders and other complex needs, achieve well. They are encouraged and enabled because of the high expectations of the teacher and other adults, particularly in their communication skills. Pupils benefit from a range of alternative learning experiences such as hydrotherapy, horse riding and music therapy.
- More able pupils achieve well because staff have high expectations and provide stimulating activities so that these groups of pupils learn well.
- Pupils enjoy sport and are enthusiastic about physical education. The additional sports funding is being used to buy into the local authority sports promotion programme. All pupils in Key Stage 2 have termly swimming sessions. The increased sporting activities have had a positive impact on pupils' well-being.

### The quality of teaching

is good

- The quality of teaching over time is good. This is because teachers use their detailed knowledge to plan and prepare interesting lessons and activities through the school.
- Children are confident in the Early Years Foundation Stage and happily choose from a range of good-quality activities which motivate and challenge their individual abilities.
- Marking usually gives pupils clear feedback so that they can improve their skills and pupils regularly review their own work. However, in writing, pupils' progress is slower than found in other subjects because teachers do not always ensure that the quality of writing is of the highest

standard. Pupils do not always write at length.

- Those who attend the resource-based provision are supported well by adults who create interesting activities which enable them to learn quickly. Teachers regularly check the progress of all pupils. They have effective ways for dealing with the needs of all learners and ensure that work is tailored carefully to allow pupils to make good progress in most subjects.
- There is good quality support offered by the well-trained teaching assistants, particularly for those pupils who have special educational needs and those who speak English as an additional language.
- Classrooms and corridors display pupils' work well and provide prompts to aid learning. Pupils proudly showed the work they had done on a mathematical project based around penguins. Parents report that they appreciate the opportunity to see their children's work at the parent exhibitions.
- The school benefits from extensive natural grounds that provide an exceptional learning resource. There are many opportunities for outside learning, for example reading sessions in the summer term often take place in one of the natural gardens. Pupils can see a large variety of wildlife in the ponds. They help grow plants and vegetables and so develop an awareness of where their food comes from.
- Pupils report that they really enjoy their homework research topics. These contribute well to their speaking and listening skills when they present their research to the class.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. They have a good understanding of the different types of bullying, including cyber and homophobic bullying. They are adamant that incidents do not occur, but would know what to do should they have any concerns.
- Pupils are overwhelmingly positive about behaviour in the school. They understand and adhere to the school's high expectations and, as a result, there is a positive friendly atmosphere. All staff are very caring, and supportive relationships develop throughout the school.
- Those pupils who attend the provision are fully integrated into school events, and mainstream pupils are caring and sensitive to their needs. Parents report that there are very clear lines of communication with staff in the provision who are very skilful in helping their children develop.
- Pupils work well in lessons and are keen to learn. As one pupil said, 'The school feels like home because I am with friends and that helps me learn well.'
- Nearly all parents who responded to the Parent View survey agree that their children are happy, feel safe and behave well. The breakfast club is well attended and provides a good start to the day.
- The school's work to keep pupils safe and secure is good. Older pupils in school are mentors for the younger ones, which helps those who are new to the school quickly feel safe. The school has appointed junior safety officers who meet with the local authority on a regular basis so that they can lead events on topics such as road and firework safety.
- Although pupils enjoy attending, the behaviour and safety of pupils are not yet outstanding over time because attendance levels are around average, rather than better than is normally found.

### **The leadership and management** are good

- Senior leaders have a clear vision for the school. They use a wide range of information on the quality of teaching and on the achievement of groups of pupils to check the school's performance. However, those with responsibilities for subjects do not take enough responsibility for analysing information on pupils' progress. Up until now the headteacher has been doing this task. Subject leaders also do not frequently check the work pupils complete in their subjects; for example, there has not been a check of the books in mathematics this year. These are the reasons why leadership and management are not outstanding.

- The leadership and management of the resource-based provision is good and ensure that pupils make good progress and that staff are well trained for the specialist role that they play.
- The range of subjects and experiences the school offers enables pupils to have a good understanding of equal opportunities and to develop their spiritual, moral, social and cultural awareness. There is a strong focus on music; pupils have the opportunity to learn a range of instruments for the school orchestra, including the harp. The choir recently performed for parents and also visited an Alzheimer's centre. Cultural development is encouraged through such events as Indian dancing. All pupils learn French. The school council raises money for a local homeless charity. Social and entrepreneurial development is encouraged by an innovative scheme where pupils have set up a website to raise money for a national charity.
- Leaders and governors have a very clear view of the school's strengths and areas for development, which includes increasing the progress in writing; external consultants have provided useful advice. The local authority has an accurate view of the school and provides a light touch level of support.
- The additional funding for sports is used and monitored effectively. It has been used to obtain specialist training and has increased participation for all pupils.
- The school has a strong partnership with parents and the local community. It is clear that the school is highly regarded and almost all parents who responded to the Ofsted on-line questionnaire would recommend the school to other parents.
- **The governance of the school:**
  - The professional and committed governing body is very aware of the school's strengths and areas for development. The governors have an accurate view of pupils' achievement and also of the quality of teaching. They have been well trained in understanding the school's progress information for all groups of pupils and regularly walk around the school to gauge how well the school is working. They ensure that teachers pay is closely linked to the progress of pupils. Governors have a good awareness of school finances. Last year they focused additional resources for the pupils who were eligible for additional funding from the pupil premium carefully as they were aware of the large gaps between the attainment of the pupils who had been at the school for some time and those who had recently joined. Although the end of Key Stage 2 results still indicated large gaps between groups of pupils, the impact of the initiatives introduced by governors ensured that these gaps are reducing. Governors check that the spending on school sport funding makes a difference to pupils' well-being. Safeguarding arrangements meet statutory requirements.

## 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

<b>Unique reference number</b>	102896
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	439504

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	268
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Cutting
<b>Headteacher</b>	Samantha Leir
<b>Date of previous school inspection</b>	19 May 2009
<b>Telephone number</b>	0208 9401446
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