

# Archdeacon Cambridge's Church of England Primary School

The Green, Twickenham, TW2 5TU

## Inspection dates

6–7 February 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.

- The school is inclusive and welcoming so that pupils feel safe and are cared for well.
- Pupils achieve well. Attainment is high throughout the school. Pupils make good progress from their individual starting points.
- Groups, including the most able pupils and those with a range of additional needs, achieve well. No group falls behind.
- Pupils do exceptionally well in reading, writing and mathematics in the national tests taken at the end of Year 2 and Year 6.
- Teaching is consistently good. Tasks are successfully planned to take account of pupils' differing interests and abilities. Marking is helpful in enabling pupils to make progress.
- The school keeps the pupils safe. They feel secure and know how to stay safe.
- The school promotes its values strongly in lessons and in assembly, ensuring that the pupils respect others.
- The pupils are confident and articulate. They behave well and are polite to visitors and considerate towards one another.
- The school is well led. Pupils' progress is accurately measured.
- Senior leaders, middle leaders and governors know their school well and understand its strengths and areas for improvement. They have successfully accomplished the recommendation from the previous inspection, so that pupils know what they need to do to improve their work.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough to ensure that pupils always make the most rapid progress they can.
- The school does not always do enough to keep parents and carers fully informed about their children's progress throughout the year.

## Information about this inspection

- Inspectors visited 31 lessons across a range of subjects, most observed jointly with the headteacher or members of the senior leadership team.
- Inspectors listened to pupils read and looked at samples of their work.
- Meetings were held with senior leaders, teachers with responsibilities for specific subjects, a representative of the local authority, and groups of pupils. A meeting was held with the Chair and Vice-Chair of the Governing Body. Inspectors took account of the views of staff in 37 questionnaires.
- There were 124 responses to Parent View, the online survey of the views of parents. Inspectors considered these and also spoke to a number of parents during the inspection. Inspectors also took account of two letters from parents received during the inspection.
- Inspectors observed the school's work and looked at a range of documents, including the school's own views of how well it is doing, its plans for the future, information on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety, and minutes of meetings of the governing body.

## Inspection team

Natalia Power, Lead inspector	Additional inspector
Keith Homewood	Additional inspector
Douglas Brawley	Additional inspector

## Full report

### Information about this school

- Archdeacon Cambridge's Church of England Primary is larger than the average primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides this school with additional funding for pupils known to be eligible for free school meals, is well below average.
- The proportion of pupils that come from a wide range of minority ethnic heritages is below average. The proportion of pupils who speak English as an additional language is also below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Make sure that a higher proportion of the teaching is outstanding, by encouraging all teachers to have the highest expectations of what pupils can do, and to make sure that work is always sufficiently demanding.
- Do more to enable parents and carers to find out about their children's learning and progress.

## Inspection judgements

### The achievement of pupils

**is good**

- Pupils achieve well. They make good progress throughout their time at school, and no group falls behind. This shows how pupils benefit from the school's commitment to equality for all. Attainment is high throughout the school and pupils leave school with results in the national tests taken at the end of Year 6 that are typically well above average in reading, writing and mathematics.
- Children get off to a good start in the Nursery and Reception classes, arriving with a wide range of language and number skills. As a result of the good care and close attention they receive from all the adults, they make good progress in their learning, leaving the Reception year as confident, articulate learners.
- Pupils in Years 1 to 6 continue to receive consistently good teaching and make good progress in reading, writing and mathematics.
- The school provides well for pupils of all abilities, including those with a range of additional needs. The most able pupils are encouraged to do as well as they can. For example, in 2013 a higher-than-average proportion of Year 6 pupils gained Level 6 in reading, writing and mathematics in the national tests, and this level is more typically reached by teenagers.
- Pupils from a wide range of minority ethnic heritages and those who speak English as an additional language make similar good progress to the others because their needs are identified early and effective support is given.
- The school gives additional support to disabled pupils and those who have a range of special educational needs, both within the classroom and in small withdrawal groups. As a result, these pupils make similar good progress to the others in school.
- Pupils who read to the inspectors showed that they were skilled in understanding how books work and could predict how the story would evolve from reading the 'blurb' on the back of the books. They reported that they enjoy reading and that their reading diaries are checked by teachers to make sure that they read a wide range of books.
- As a result of the school's strong focus on reading, pupils in Year 1 consistently outperform other pupils nationally in the annual check of their ability to read familiar and unfamiliar words. Older pupils consistently do much better than average in the national reading tests taken at the end of Year 6.
- The school has a positive effect on the learning of the small numbers of pupils supported by the pupil premium. As a result, they consistently make similar progress to all others in the school in reading, writing and mathematics. With small group sizes, their attainment varies from year to year.
- Looked at over three years, to iron out such variations, the gap in attainment in the tests taken at the end of Year 6 is similar to that found nationally in reading, writing and mathematics, that is, some two and a half terms. From 2012 to 2013, the gap between eligible pupils and all others narrowed in writing and mathematics, but widened in reading. Inspectors investigated every eligible pupil in the 2013 cohort and found that each pupil achieved well, taking into account a range of additional needs.

### The quality of teaching

**is good**

- Teaching is consistently good throughout the school and this secures good learning and progress. Teachers question pupils well, making sure that as many as possible are involved in thinking about the answers.
- Pupils' work-books are marked consistently well, so that pupils know how to improve. Teachers insist that pupils present their work neatly, with each piece headed by the title and date. This encourages pupils to take a pride in their work.

- Teachers put up helpful and attractive displays on classroom walls, so that pupils can quickly see for themselves how to spell important words and how to do sums. Pupils' work is also well displayed. In one Year 2 classroom, for example, pupils had written some thought-provoking questions about Florence Nightingale, such as 'Why was she so brave?'
- Pupils' learning is particularly strong when they are stimulated by difficult challenges. A group of able mathematicians in Year 6, for example, enjoyed discussing the relationship between the circumference of a circle and its area, using mathematical language such as 'pi', 'radius' and 'ratio' confidently.
- The proportion of outstanding teaching is not, however, sufficiently high to ensure that all pupils make the most rapid progress they can. This is because teachers do not always sufficiently take advantage of the pupils' natural curiosity and expect the very best from them. Nevertheless, pupils learn well overall and teachers plan lessons well to take account of their differing needs, so that no group underperforms.
- Children in the Nursery and Reception classes are given activities that promote their reading, writing and number skills well, both in the indoor and outdoor play areas. For example, children in the Nursery class were encouraged to make 'magic potions' and this provided the opportunity for developing their imagination, while at the same time encouraging them to write labels for their potions.

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

- The behaviour of pupils is good. They have positive attitudes to learning and teachers rarely have to bring them to order.
- Pupils from all faiths, heritages and backgrounds get on well with one another and play peaceably together, including those from the Nursery and Reception classes. The school is inclusive and school leaders ensure that there is no discrimination.
- Pupils told inspectors that there is no bullying, such as racial or cyber-bullying, but that occasionally pupils fall out with one another. In these cases they know whom to turn to and are confident that their concerns will be taken seriously.
- In conversation with inspectors and through their responses to the online survey of their views, parents confirmed that behaviour is good and that the school is very caring and protective.
- The school develops pupils' spiritual, moral, social and cultural qualities very well. A Year 5 assembly, for example, for all pupils, together with many parents and relations, successfully engaged the whole community.
- The school's work to keep the pupils safe and secure is good. All members of staff and governors are trained in child protection and know which individuals have lead responsibility for this. Pupils told inspectors that they feel safe and well supervised. Parents and carers told the inspectors that they are confident that the school is safe, and this was reflected in their positive responses to Parent View.
- Pupils move about the school quickly and safely, keeping to the left on stairs, as requested. At lunch pupils display good manners and tidy up after themselves.
- During lessons, pupils make no fuss about moving from one activity to the next and no time is wasted. In one Year 1 science lesson, for example, groups of pupils moved smoothly and sensibly from one table to another to explore and describe the different textures of such materials as metal, wood and fabric.
- Behaviour is not outstanding, because, on occasion, particularly when the work is not sufficiently demanding, pupils become restless and lose concentration.
- Children in the Nursery and Reception classes play considerably and quietly indoors and outdoors. Many activities promote their social skills well, particularly in the attractive garden areas, which have a feeling of fairy-tale in the winding paths to different play-zones, giving them a sense of wonder at learning.
- Pupils' enjoyment of school is reflected in their attendance, which is consistently above average.

**The leadership and management are good**

- Leaders make sure that the school looks after its pupils well. As a result, they feel secure, behave well and are ready to learn.
- Leaders have fully met the recommendation from the previous inspection. All pupils have clear targets in their books, and these are used effectively to enable them to know how to improve their work. The older pupils know which attainment level they are currently on and what they need to do to reach a higher level.
- Senior and middle leaders check pupils' progress accurately to make sure that all make good progress and receive the right support for their needs.
- Leaders know their school well and are accurate in pinpointing its strengths and what remains to be done. Their plans for the future are clear and cover the right priorities.
- The headteacher and her team of senior and other leaders are effective in making sure that the quality of teaching is consistently good. Their lesson observations generally focus closely on how well the pupils are learning. Any development points are followed up to ensure that the teachers continue to deliver good-quality teaching.
- Leaders' approach to managing staff performance is supportive while being professional. However, although leaders are thorough, they have not yet secured enough outstanding teaching by ensuring that teachers' expectations are always high enough.
- The local authority is active in helping the school with its analysis of figures on pupils' achievement and provides suitable support for a good school.
- The school enjoys the support of the great majority of parents and carers who spoke to inspectors or who responded to Parent View, and over nine out of ten parents would recommend the school to others.
- However, a small minority, including a parent who wrote to inspectors, would like to receive more information from the school about their child's progress. Inspectors explored these concerns with the school and concluded that the school could do more to communicate with parents how well their children are doing.
- The curriculum has a good focus on the basic skills of reading, writing and mathematics, and this prepares pupils well for the next stage of schooling. Outside the classroom, pupils have many chances to learn new skills, and pupils told inspectors that they particularly enjoy activities to improve the school environment, such as planting and growing vegetables. The additional sports funding is used primarily to train all the teachers, so that they have confidence in introducing pupils to new sports. In this way improvements are designed to last.
- **The governance of the school:**
  - Governors know the school very well. They take an active interest, attending assemblies, helping out at school events and taking part in staff training days. They regularly visit the school and report their findings to other governors.
  - Governors have a clear understanding of how well the pupils achieve in relation to those in other schools. They are familiar both with published figures on the school's performance and, through the headteacher's detailed reports, with the school's own figures on pupils' achievement.
  - Governors are keenly aware of how well pupils eligible for the pupil premium achieve in relation to the others in the school. They ensure that the funding is used effectively to begin to close the gap in performance.
  - Governors are ready to ask searching questions and to hold the school to account, particularly when it comes to managing the budget to benefit the pupils. For example, they have a good awareness of the quality of teaching and understand the link between teacher's pay and the progress made by pupils.
  - Governors are very well trained and knowledgeable about safeguarding issues and safe recruitment. They effectively carry out their statutory obligation to keep the pupils safe. They make sure that all groups of pupils do well.

## 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>	102920
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	431305

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	492
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David King
<b>Headteacher</b>	Janet Foster
<b>Date of previous school inspection</b>	28 January 2009
<b>Telephone number</b>	020 8894 4777
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