

Inspection of St Mary's Church of England Primary School

Amyand Park Road, Twickenham TW1 3HE

Inspection dates: 16 and 17 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2011.

What is it like to attend this school?

The school's vision to 'balance excellence with compassion' is placed at the heart of the school's work. Pupils love coming to school. Their attendance is consistently high. The school provides an exceptional quality of education, typically starting with a 'hook' to capture pupils' interest and ending with a celebration assembly of their learning. Pupils are highly committed to their learning. They show very high levels of concentration and complete their work to a high standard. The rich curriculum that pupils receive results in them achieving exceptionally well and becoming strong, responsible and mature individuals.

Pupils feel safe and behave very well. While bullying is very rare, it is dealt with promptly and swiftly. The opportunities for personal development enable pupils to develop a passion and hunger for learning and to strengthen their character. The school provides a vast range of extra-curricular activities and visits that engage pupils well. The school ensures that these opportunities are available to all, regardless of any disadvantage. Leaders work closely with the wider community in supporting children's learning and fundraising for charitable causes.

What does the school do well, and what does it need to do better?

Leaders have embedded a highly ambitious curriculum that is consistently implemented across the school. Children in the early years benefit from tasks and activities that meet their needs and extend what they can do. Across subjects, the curriculum is set out in a sequenced and structured order. Teachers have exceptionally strong subject knowledge. This is strengthened further by expertise from specialists. For example, a specialist physical education (PE) teacher works alongside staff in the delivery of this subject. In Year 4, pupils learn different types of netball passes and use these skills in different game situations.

Teachers sequence learning carefully, and they skilfully ask a wide range of questions, enabling them to check pupils' knowledge and understanding. Teachers use the information they gain from this assessment with accuracy and precision. They identify misconceptions and intervene quickly so that pupils have no gaps in their learning. Pupils with special educational needs and/or disabilities are identified quickly and supported very well by staff. Teaching is adapted to the needs of all pupils. Consequently, the quality of pupils' work is exceptional, and pupils achieve extremely well in a range of subjects. Pupils are able to recall their learning over time.

Pupils love reading. In the early years, children receive highly structured sessions to develop their ability to read fluently. Throughout the curriculum, leaders have deliberately structured the activities and learning to promote reading. Pupils attain very high levels of reading.

Pupils behave very well in school. Across the three sites, there is a consistent and calm focus on learning in lessons. The behaviour policy is implemented consistently

and fairly, ensuring that pupils feel safe and self-regulate their behaviour. Children in the early years learn to cooperate with each other very well, taking turns to play with equipment. On the junior site, the 'forest' area is well received, with pupils participating in games or other activities. Pupils comment that bullying is very rare. If it does occur, staff deal with any issues clearly and sensitively, with any consequences for actions implemented fairly.

Leaders have carefully constructed a well-thought-out and balanced personal, social and health education programme that enables pupils to thrive and be fully aware of a range of important issues. Older pupils have a strong awareness of the need for tolerance and respect for others. They appreciate that different types of families exist. Pupils are kind and respectful towards each other. Many pupils participate in extra-curricular activities, including sports, music and crafts. The school has focused on the impact of climate change and through this work provided several opportunities for pupils to learn about South Africa. Pupils have also been involved in raising funds to provide a minibus for the wider community they support.

Leaders have created a harmonious environment for learning and for staff to be supported. Staff comment on how leaders have carefully balanced the workload for staff and the significant opportunities for their professional development. Leaders, including in the early years, have strong oversight and have ensured that the curriculum is well set out, implemented and checked. Leaders engage with the community very well. For example, when the middle site library was flooded, a team of volunteers rapidly assisted with the clean up. The governing body is highly effective in supporting and challenging the school in its work.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the

school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102914
Local authority	Richmond Upon Thames
Inspection number	10267905
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	617
Appropriate authority	The governing body
Chair	Caroline Rayfield
Headteacher	Angela Abrahams
Website	www.st-marys.richmond.sch.uk/
Dates of previous inspection	13 and 14 January 2011 under section 5 of the Education Act 2005

Information about this school

- The school has a Christian religious character. The school's most recent section 48 inspection took place in January 2016.
- The school operates in three locations: the infant site (Reception and Year 1), the middle site (Years 2 and 3) and the junior site (Years 4 to 6).
- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, deputy headteacher and other members of the school's leadership team.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art, geography and PE. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also listened to some pupils reading.
- Inspectors also discussed the curriculum in other subjects, spoke to leaders about the curriculum, looked at samples of work and spoke to pupils.
- Inspectors met formally with pupils in all year groups and informally around the school site. Inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors reviewed a range of documentation, including leaders' school evaluation, the school development plan, records for behaviour and attendance, and information about pupils' personal development.
- To evaluate the effectiveness of the school's safeguarding arrangements, inspectors: reviewed the single central record; took into account the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector met with members of the governing body.
- The inspection team considered responses to Ofsted Parent View and the online staff and pupil surveys.

Inspection team

Ray Lau, lead inspector	Ofsted Inspector
Alan McDougall	Ofsted Inspector
Sarah Lack	Ofsted Inspector
Sam Johnson	His Majesty's Inspector
Susan Maguire	His Majesty's Inspector

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