Inspection of Collis Primary School

Fairfax Road, Teddington TW11 9BS

Inspection dates:	1 to 2 April 2025
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 for overall effectiveness 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 December 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school provides an exceptional education for all pupils. Pupils experience an ambitious curriculum which securely develops their knowledge, skills and vocabulary. Pupils are proud of their school and love learning. They successfully apply their knowledge across subjects, challenging themselves to deepen their understanding. Across the school, pupils achieve very well which cumulates in highly successful outcomes.

Pupils demonstrate great respect for each other, they work and play collaboratively. Playtimes are a delight as pupils enjoy the wide range of equipment to play creatively. The strong learning culture supports pupils to build resilience. Pupils feel secure to take risks and learn from mistakes. Well-being is a priority; pupils understand their emotions and use strategies to support positive mental health. Pupils feel safe, they know if they have any concerns, a trusted adult will help them.

Pupils have a strong understanding of inclusivity and diversity. They appreciate and value their different opinions and beliefs. The school provides a wealth of opportunities to enhance the curriculum and extend pupils interests. Pupil leaders are proud of their contribution to the school community. Play leaders facilitate exciting activities for their peers like the 'great mud bake off'. School council champion the pupils' voice and leaders actively respond. For example, changing play equipment and lunches.

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

All subject curriculums are carefully sequenced to enable pupils to progressively build subject specific knowledge, skills and vocabulary. The school aims to make the curriculum right for the youngest and the most vulnerable pupils. In doing so, it meets everyone's needs exceptionally well. This is evident in pupils' success in learning the curriculum. Pupils with special educational needs and or disabilities (SEND) access the ambitious curriculum successfully. Staff are adept at identifying these pupils' needs and they adapt learning to meet individual needs accordingly. For example, breaking down complex concepts and using visual representations to support understanding.

Strong foundations are established in the early years. Language and communication are a priority to enable pupils to build the confidence and vocabulary to articulate their learning. Focussed activities maximise learning opportunities. For instance, in Nursery children practised counting and explored new vocabulary as they made Easter nests. Teachers' strong subject knowledge provides pupils with a deep understanding of concepts. They use this knowledge effectively to support and challenge pupils.

Reading is the highest priority for the school and begins in the early years. Consistent phonics teaching ensures all pupils learn to read. Teachers regularly check understanding and provide individual support to build pupils' phonics understanding and fluency. Pupils with SEND and those who speak English as an additional language receive targeted support. The reading curriculum continues through the school with pupils developing a love of books. Carefully chosen texts ensure pupils are exposed to a wide genre of

reading and authors. Pupil reading ambassadors encourage reading across the school. For example, writing recommendations for books and supporting lunchtime library sessions.

Leaders know the families and pupils well. When challenges occur, they are swift to provide support. For example, engaging mental health and wellbeing support. Attendance is strong, pupils want to be in school, they are excited about the learning opportunities. Leaders are proactive in providing a curriculum to keep pupils safe. For example, teaching water safety skills and swimming lessons due to the close proximity of the river.

Behaviour is exemplary. Pupils are engaged and focussed on learning. Strong routines begin in the early years enabling pupils to build independence. For example, pupils in Reception move between classes to engage in the wide range of learning activities. Pupils demonstrate care and support for each other. During playtimes mixed-age groups of pupils build dens, create structures and play ball games. Buddies support pupils new to the school and families value and appreciate the strong sense of community.

Leaders provide a wealth of activities to support pupils' holistic development. Pupils appreciate the opportunities provided in the school. They enjoy caring for the animals and chickens, collecting eggs and growing herbs to use in the cooking. Pupils are proud to represent the school in sporting events and tournaments. The choir value the opportunity to sing at national arenas as well as local performances. Pupils actively participate in the wide range of clubs. Breakfast and after school clubs are well attended and enjoyed. A wide range of trips enrich pupil's curriculum understanding.

Governors and leaders share the same high ambition and strategic vision for the school. They strive to continually develop and refine the education provided. Professional development is a priority and used effectively to ensure all staff provide the best education. Staff are proud to work at the school, they value the supportive and collaborative environment. They share the same common goal, to provide a memorable education for all pupils.

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	102903
Local authority	Richmond Upon Thames
Inspection number	10345852
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	688
Appropriate authority	The governing body
Chair of governing body	Michael Bailey
Headteacher	Kevin Hogston
Website	www.collis.richmond.sch.uk
Date of previous inspection	10 and 11 December 2014

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that 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, other leaders and a range of staff. They also met with members of the governing body and a school improvement advisor.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, art and design and computing. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning and a scrutiny of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of parents, pupils and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of 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.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Joel Sager	Ofsted Inspector
Alan McDougall	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector

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