School report

Collis Primary School

Fairfax Road, Teddington, Middlesex, TW11 9BS

Inspection dates	10–11 December 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Leaders, managers and governors have ensured that the school continues to give an outstanding education to its many pupils. They have made more teaching outstanding and speeded up pupils' progress even more.
- The acting headteacher has been successful in driving forward improvement this term with a new senior leadership team.
- Pupils make outstanding progress from their different starting points. Attainment is exceptionally high by the end of Year 6 in reading, writing and mathematics.
- Teaching is never less than good and often outstanding. Teachers have excellent subject knowledge and inspire pupils in their learning.
- There is a high level of consistency in the quality and quantity of work pupils produce in different year groups.
- Children in the early years achieve extremely well because of the wide range of high-quality learning experiences they enjoy.
- Pupils' behaviour is outstanding in class and around the school. They have excellent attitudes to learning and a real thirst for knowledge.
- The school keeps pupils extremely safe and makes sure that they have a very clear understanding of how to stay safe.
- The governing body is highly effective in holding leaders to account for the school's performance.
- Leaders and governors have identified that the role of middle leaders will need to develop further as the school considers becoming four forms of entry.

Information about this inspection

- The inspectors observed 46 lessons or parts of lessons, including 13 jointly with the headteacher or deputy headteacher. Inspectors also attended assemblies and Christmas productions.
- Members of the inspection team heard pupils read and, with the headteacher and phase leaders, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff, the Chair of the Governing Body and four other governors, and a representative from the local authority.
- The inspectors took account of the 222 responses to the online questionnaire, Parent View. They also spoke informally to parents and carers and considered the school's own survey of parents' and carers' views.
- The inspectors considered the 67 staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector	Additional Inspector
Alison Botarelli	Additional Inspector
Peter Thrussell	Additional Inspector
Philip Mann	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school. There are three classes in each year group except for Reception and Year 4, which each have four classes. The local authority is considering expanding the school towards having four classes in every year group.
- More than three quarters of pupils are White British. The other pupils come from a wide range of minority ethnic backgrounds. Less than one tenth of pupils speak English as an additional language. This is below average.
- One in 25 pupils are supported by the pupil premium (additional funding which in this school supports pupils known to be eligible for free school meals). This is well below average.
- Almost one tenth of pupils are identified as disabled or with special educational needs. This is below average.
- Early years provision is part time in the Nursery and part time in the autumn term for Reception classes. In the spring and summer terms Reception children attend school full time.
- The school meets the current government floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.
- The school runs a before-school club and an after-school club.
- The previous headteacher retired at the end of the summer term 2014. The deputy headteacher is acting headteacher and there is also an acting deputy headteacher and an acting assistant headteacher.

What does the school need to do to improve further?

- Develop the role of middle leaders so they are better able to take into account the proposed further expansion of the school to four forms of entry.

Inspection judgements

The leadership and management are outstanding

- The acting headteacher, acting deputy headteacher and acting assistant headteacher have very successfully maintained all the outstanding practice already in existence in the school. More than this, they have also been moving the school forward to new levels of excellence this term. As a result, they have enhanced the culture where outstanding teaching can flourish and pupils grow intellectually and in their personal development. This is seen in the pupils' outstanding achievement and impeccable behaviour.
- As a governor put it, 'Collis Primary School is a large school with a small-school feel.' Staff make sure they know all the pupils individually and that their needs are fully met. It is a very inclusive school and ensures that all pupils have equal opportunities to excel. It fosters excellent relations with parents and carers and other organisations and will not tolerate discrimination.
- Extremely effective leadership of teaching means that the performance of teachers is managed very well and they are given clear guidance on how to improve their practice. Teachers new to the profession particularly benefit from this support.
- The school maintains a very high level of achievement through rigorously checking pupils' progress. Teachers quickly identify where additional support is required. This is particularly effective in supporting pupils eligible for the pupil premium, disabled pupils and those who have special educational needs.
- The pupil premium is spent very effectively, for example, on one-to-one teaching and working in small groups. This contributes to pupils' high achievement. These pupils benefit from having full access to enrichment activities such as visits and a wide range of clubs.
- Leaders know the school's strengths and areas to develop very well. Detailed, highly effective actions are successfully carried out, for example, to ensure that more girls reach the higher levels in mathematics by the end of Key Stage 1.
- The school has identified that as it grows to four forms of entry with potentially 900 pupils, the size of a small secondary school, leadership structures will need to change. At present, middle leaders make a valuable contribution to the school's success and know their areas very well. However, leaders are aware of the need to develop and extend the present middle leadership structure.
- The quality of the curriculum is outstanding. It gives pupils many memorable experiences and builds on their interests and aspirations. Pupils excel in music and the arts, which underpin their love of learning across all subjects. Pupils learn a variety of musical instruments and sing enthusiastically.
- Pupils relish performing and do so with panache. This was evident in the Christmas productions presented by Year 2 and Year 4 respectively. In one of the performances, pupils convincingly portrayed Ofsted inspectors visiting the school.
- The excellent artwork displayed around the school shows that a wide range of skills is being taught. In particular, pupils built a First World War gun carriage emblazoned with poppies to commemorate Remembrance Day in this centenary year.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils learn about different faiths and cultures. They enjoyed 'continents day' where each year group researched its own continent. British values are promoted very well, for example, through pupils' attendance at the borough pupil parliament and a visit to the Palace of Westminster to learn about democracy. The school council takes its responsibilities seriously in improving the school. Pupils are very well prepared for life in modern Britain.
- The primary school physical education and sports premium is being spent effectively on additional coaching for pupils and training for staff, including an enhanced role for the physical education leader within the school. This has resulted in staff having greater confidence in teaching physical education and sport. There are more sports available for pupils and participation rates have increased.
- The school buys a comprehensive package of support from the local authority which it finds useful in helping with training and providing support for leadership. In turn, the local authority uses the school's senior leaders, particularly in supporting newly qualified teachers across the borough.
- Safeguarding arrangements fully meet all requirements and are highly effective in keeping pupils safe. The school keeps meticulous records and ensures that all training is up to date. Particular emphasis is placed on running all checks to ensure new staff are safely recruited.
- **The governance of the school:**
  - Governance is outstanding. Governors have an excellent understanding of how well the school is doing and provide rigorous challenge to school leaders. Through their regular visits, governors build up a very clear picture about the quality of teaching. They know the school's performance information inside out and how this compares with other similar schools'. They take a particular interest in following the

impact of the pupil premium spending on outcomes for eligible pupils. Governors are fully involved in overseeing the management of teachers' performance and in ensuring that good teaching is rewarded. They know what the school would do in the event of any underperformance. Governors use their many and varied skills to support the school in continuing to be outstanding.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils come in from break times calmly and sensibly despite the large numbers involved. They are very proud of their school. They have very positive attitudes to learning.
- Pupils show genuine care for one another and want to help and support. They are polite and eager to explain what they are doing to adults.
- Pupils have been involved in reviewing the behaviour policy and setting the school's values. Peer mentors help to resolve minor disputes between pupils. Pupils respect the rules and are highly skilled at regulating their own behaviour.
- All staff have high expectations of behaviour and manage pupils very well, especially when individuals have particular difficulties in behaving well.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say that 'bullying is unheard of' and are very confident that staff will deal with any concerns they may have. Pupils know about different kinds of bullying, including cyber bullying. They say they feel perfectly safe at school and know how to keep safe; this includes an excellent understanding of e-safety.
- The before- and after-school clubs are safe and secure settings where pupils socialise very well together.
- The youngest children undertake their own risk assessments before going outside and identify potential hazards such as puddles. Junior safety officers encourage pupils to stay safe through leading assemblies and running competitions.
- All parents and carers who expressed an opinion agree that the school keeps their children safe.

The quality of teaching is outstanding

- Teaching is lively and stimulating. It encourages pupils to 'get stuck in' and help one another. Teachers' excellent subject knowledge enables them to explain learning very clearly. Pupils think deeply as a result of probing questioning.
- Relationships between pupils and with adults are excellent. This motivates pupils to do their best. Teachers' high expectations of the quality and quantity of pupils' work enable pupils to make rapid progress. For example, Year 4 pupils wrote high-quality diary entries in religious education about the shepherds meeting the angels when Jesus was born.
- The impact of teaching on learning in reading, literacy and mathematics is outstanding. Reading is taught extremely well. Pupils learn their sounds systematically and apply their knowledge to read unfamiliar words. The library is a first-rate resource that promotes pupils' reading especially well. They benefit from the expertise of the librarian, who guides and extends their range of reading, as well as developing research skills.
- Work shows that there is a high level of consistency across year groups in the quality of work pupils produce and the excellent progress they make over time. There are plenty of opportunities for pupils to apply their literacy skills in other subjects. For example, pupils were describing how electricity conductors work in their science books. Year 1 pupils were writing about winter scenes in art.
- Pupils' writing has been improving rapidly because they have personal targets to help them to understand what they need to do to improve. Staff carefully check their work and the progress they are making. Very effective marking in literacy supports their rapid progress towards meeting these targets.=
- The teaching of mathematics is particularly strong because pupils are given every opportunity to undertake investigations and solve problems. They know their number facts very well and apply them in new situations.
- Teachers set work at the right level for pupils because they know them very well as individuals and make careful checks on their progress within lessons, moving them forward in their learning.

- The teaching of disabled pupils and those who have special educational needs is highly effective in meeting pupils' personal and learning needs. Individuals and groups of pupils benefit immensely from the highly skilled work of learning support assistants and specialist teachers.

The achievement of pupils is outstanding

- Children join the school with skills that are a little above is the levels typical for their age, except in writing. Provision in the early years is outstanding because staff give children numerous exciting opportunities to learn, which they embrace with great enthusiasm.
- Pupils' outstanding progress continues in Key Stage 1. In 2014 the proportion of Year 1 pupils that reached the required standard in the phonics learning check (the sounds that letters make) was above average. There was no difference in the performance of boys and girls; all did extremely well.
- By the end of Year 2, standards have been consistently well above average in reading, writing and mathematics over time. The proportion of pupils reaching the higher levels of attainment is also well above average.
- Pupils' extremely good progress continues through Key Stage 2, so that by the end of Year 6 standards are exceptionally high.
- The small number of pupils eligible for the pupil premium make similar outstanding progress to that of their classmates because they are extremely well supported by highly skilled staff. There were too few pupils in Year 6 in 2014 to comment on their attainment without identifying them.
- Disabled pupils and those who have special educational needs are extremely well supported and make at least good and often outstanding progress. Their needs are identified early and staff ensure that they are fully met, commissioning support from outside agencies where necessary.
- The attainment of pupils in all year groups is above expectations, especially at the higher levels.
- The most able pupils achieve extremely well because they are given challenging work to do that makes demands on them. More pupils are reaching the highest levels at the end of Year 6. For example in 2014, an above average proportion of pupils reached the highest Level 6 in mathematics.
- The few pupils from minority ethnic groups and those who speak English as an additional language make extremely good progress. In the early years, children who join the school speaking no English receive every encouragement to acquire the language and pick up vocabulary rapidly. By the end of Year 6, these pupils often do better than pupils whose first language is English because they are so well supported throughout the school.
- Pupils read widely and often across a range of subjects and reach high standards. All pupils enjoy reading and talk with enthusiasm about their favourite authors.

The early years provision is outstanding

- Children make rapid progress in the early years in all areas of development. Staff work extremely well together to identify children's strengths and interests and build learning upon them. They also promptly ascertain where children have gaps in their knowledge and understanding and move swiftly to fill them.
- Disabled children and those who have special educational needs are very effectively supported to access the many stimulating opportunities for learning both inside and outdoors.
- Children benefit from the very rich experiences that fire their natural curiosity. For example, children in the Nursery dressed up as reindeer and Santa Claus and enjoyed 'flying' the sleigh to deliver presents. Such activities promote children's social skills extremely well and develop in them very positive attitudes to learning.
- Teaching is outstanding because teaching staff provide extremely purposeful activities at just the right level for the children. They work very closely with parents and carers and involve them fully in their children's education.
- Children behave exceptionally well. They have learnt how to manage risks and work safely, for example when using tools.
- The early years is led and managed extremely well. The leader ensures that staff work highly effectively together and arranges the training necessary for them to maintain excellence, for example in questioning children about their learning.
- Staff keep very careful records of children's achievements, which they share on a regular basis with parents and carers. In this way they build up a complete picture of children's progress.

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	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. 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.

School details

Unique reference number	102903
Local authority	Richmond upon Thames
Inspection number	449399

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	740
Appropriate authority	The governing body
Chair	Geraldine Locke
Headteacher	Jane Way (acting headteacher)
Date of previous school inspection	22 May 2008
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