

Collis Primary School

Inspection report

Unique Reference Number	102903
Local Authority	Richmond Upon Thames
Inspection number	308158
Inspection dates	22 May 2008
Reporting inspector	Norma Ball

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 on roll	
School	631
Appropriate authority	The governing body
Chair	Ms Geraldine Locke
Headteacher	Mr David Butterfield
Date of previous school inspection	11 October 2004
School address	Fairfax Road Teddington TW11 9BS
Telephone number	020 8977 1458
Fax number	020 8977 6991

Age group	3-11
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how well the school's leadership promotes achievement, the strengths in teaching and learning, the high quality of pupils' personal development, the care guidance and support pupils receive, and the richness of the curriculum. Evidence was gathered from visits to classrooms, discussions with staff and pupils and examination of school documents, especially assessment data, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the schools own assessments, as given in its self-evaluation form, were not justified.

Description of the school

Collis is a popular, very large primary school. Only a few pupils are eligible for free school meals. A very small proportion of pupils require extra help with their learning. Most pupils are of White British heritage and have English as their first language.

The school had undergone an extensive rebuilding programme in 2005/6 and simultaneously has moved from two-form to three-form entry with consequent reorganisation of all class groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school where pupils' achievement is excellent. 'Our children are motivated to learn, enjoy having fun and absolutely love their primary school'. This was the opinion of one parent, but shared by many. The overwhelming majority of parents are rightly pleased with the education provided by Collis. They unanimously agree with the statement in the questionnaire: 'My child is making good progress because the teaching is good at school.' Pupils are proud of their school and enjoy the many experiences provided for them. One said, 'Subjects are fun, but challenging, so we are learning stuff everyday. We do such a lot and it's really good'.

Pupils, in this highly successful school, thrive both personally and academically. This is because the school plans meticulously, closely follows pupils' individual progress, and promotes carefully all aspects of their personal development. The headteacher has a passion to provide the very best education possible for all pupils so their time in school is an equal mix of challenge, fun and stimulation. Ably assisted by a very committed deputy and senior team, the headteacher leads a united staff who share a powerful determination to build on the school's existing strengths. All teachers have very high expectations of pupils' achievement and behaviour and set challenging but achievable targets. Staff carry out their responsibilities diligently and understand the importance of their roles in improving the school.

The school's evaluation of its own performance is accurate and rigorous and there is no complacency. For example, assessment and tracking of pupils' progress is thorough but the school is seeking ways to improve it further. In particular, staff are exploring new tracking systems that are more sensitive to identifying very quickly and accurately any areas of underachievement. The school is extremely well placed for the future. Governors work in very close partnership with the staff, supporting and challenging in equal measure. Financial and strategic planning is very secure and enabled the school to manage successfully the expansion to three-form entry alongside a major building and refurbishment programme.

Children get an extremely good start in Nursery and Reception and rapid progress continues through the school. Consequently, pupils reach above average standards by Year 2 and leave Year 6 attaining standards that are exceptionally high. A dip in standards in 2006 coincided with a period of reorganisation and building redevelopment. Any areas of underachievement are addressed effectively. An example of this is the recent very successful initiative to improve writing skills, particularly for boys.

The school has a calm and purposeful atmosphere to which all pupils respond extremely well. This means they concentrate on their work and want to do the very best they can. Their bubbly enthusiasm and enjoyment of learning is very evident in their lessons. Teachers have very good subject knowledge and set high expectations which pupils meet confidently. Information and communication technology (ICT), and other resources are used very well to make lessons interesting and rich in experiences so pupils remain well motivated. Effective use of assessment information ensures that tasks are well-matched to pupils' abilities in each class. The small proportion of pupils with dyslexia, autistic spectrum disorders, behaviour, emotional and social, speech and communication needs make good progress from their individual low starting points. Their needs are identified quickly and accurately and they receive very effective support.

The curriculum is well balanced and enriched by an extensive range of additional learning opportunities for pupils and supports the high quality teaching very well. Very well planned are the cross-curricular links, enabling pupils to use their ICT skills in particular in a range of lessons. Good links with secondary schools have led to secondary phase teachers contributing to science and art lessons adding even more interest to the work for pupils. A wide range of well-attended clubs extending music, sports and artistic skills are available for all age groups. Pupils have a very clear understanding of how to be safe and stay healthy. They can talk very knowledgeably about healthy foods and have great respect for the environment.

Pupils receive outstanding guidance and support, and staff take extremely good care of them. Pupils are very clear that if they have a problem they can confide their worries to staff. Requirements for their safety and protection are fully met. Pupils' work is marked regularly giving them clear guidance on how well they have done and on how they can improve to make better progress. Pupils appreciate this and find their targets very helpful. They are also maturely involved in assessing their own learning and this further encourages independence and a sense of personal responsibility.

The school promotes pupils' behaviour very well and, in most cases, behaviour is excellent. Pupils are involved fully in discussing behaviour codes and so meet well the high expectations set in school. Bullying and incidents of poor behaviour are extremely rare but pupils are confident that any issues will be dealt with quickly and fairly. Pupils' spiritual, moral, social and cultural development is outstanding. The school has focused with great care and success in extending pupils' understanding of the rich variety of social and cultural heritages in modern Britain. Pupils of all ages make a very good contribution to their own school community in the responsibilities they undertake, especially in helping younger children settle by acting as buddies or representing their views in the very active school council. They undertake these and other responsibilities with considerable pride and diligence. Caring for and respecting the needs of others is very much at the heart of this school community.

Effectiveness of the Foundation Stage

Grade: 1

Children make an extremely good start to their learning in the Foundation Stage. They are well cared for, settle quickly and soon become confident learners because they are happy and enjoy their first experiences of school. Children who join the Nursery, and those who join in Reception, begin with levels of attainment that are close to those expected for their age. They make good progress particularly in social and emotional development and language and communication. A consistent focus on letter sounds and very creative play opportunities stimulate the imagination of both boys and girls so that they make very good use of their writing skills. When they start Year 1 most children are working securely within the goals expected of them. Children's progress is assessed very carefully and close links with parents, beginning with home visits, ensure they are kept fully informed of their child's development. The Foundation Stage is extremely well led and staff work as a close, well-directed team.

What the school should do to improve further

- Ensure that the current assessment and tracking system continues to be refined and is made even more rigorous so that pupils' progress is kept under constant review.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness in the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interest of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Letter to pupils explaining the findings of the inspection.

06 June 2008

Dear Pupils

Inspection of Collis Primary School, Teddington, TW11 9BS

Thank you for being so helpful and friendly when I visited your school yesterday. I thoroughly enjoyed my time with you. You are proud of your school and are especially pleased with the new school building. You and your parents told me that your school was wonderful and I agree with you.

I saw that you all get on very well together and are polite and kind to one another. There is a happy, lively family atmosphere in your school. Your teachers make sure that you work really hard and do as well as you can. I could see how much you enjoy your lessons and how eager you are to join in discussions and share ideas. Your work is very well marked and you are given lots of guidance with targets and advice from your teachers that help you to improve your work. Your reading, writing, mathematics and science skills are much better than most children of your age.

Everyone makes certain that you are well cared for and safe in school. There are a number of tasks you do around the school extremely well, such as helping other children and making playtimes happy and friendly. Your school council plays an important part in making your school an enjoyable place to be. You understand about how to keep safe and stay healthy.

I was especially pleased to learn that you have good opportunities outside the school to take part in lots of clubs and go on really interesting trips. You enjoy these activities because they are fun but they are also an important part of your learning. Your headteacher and the other leaders in your school are doing a wonderful job in making sure the school keeps improving.

There is just one thing that I have asked the headteacher and staff to do to make things even better. I know that teachers check carefully how well you are doing in your lessons and track the progress you make. I have asked that they continue to improve this so that they can keep a very close watch on your progress and identify even more quickly when some of you need extra help.

Thank you again for making my visit to your school so enjoyable.

Yours sincerely

Norma Ball
Lead Inspector

