

Kew Riverside Primary School

Inspection report

Unique reference number	133343
Local authority	Richmond upon Thames
Inspection number	396452
Inspection dates	4–5 July 2012
Lead inspector	Richard Potts

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Jane Spencer
Headteacher	Michael Dillon
Date of previous school inspection	6 December 2007
School address	37 Courtlands Avenue Richmond upon Thames TW9 4ES
Telephone number	020 8487 8437
Fax number	020 8487 5986
Email address	info@kewriverside.richmond.sch.uk

Age group	4–11
Inspection date(s)	4–5 July 2012
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Introduction

Inspection team

Richard Potts

Additional Inspector

Helen Prince

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 20 lessons taught by nine teachers; meetings were held informally with parents, carers and pupils, three members of the governing body, including the Chair, and a wide range of staff members. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at a wide range of documentation including self-evaluation reports, strategic plans and other development plans. Inspectors scrutinised 100 questionnaires returned by parents and carers, together with those returned by staff and pupils.

Information about the school

Kew Riverside is smaller than the average-sized primary school. The proportion of pupils of minority ethnic heritage is about twice the national average. About a quarter speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs (receiving support at school action plus or with a statement of special educational needs) is above the national average. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

Since the last inspection, the school has created a community room as a base for its outreach work. A range of after-school clubs and a breakfast club are run by an external provider and not managed by the governing body, so are not covered by this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Kew Riverside is a good, and improving, school. Pupils thrive in a nurturing, happy environment that prepares them well for the next stage in their learning. It is not yet outstanding because the pace of learning drops in a few lessons and teachers do not always exploit opportunities for pupils to develop independent learning skills.
- Achievement is good. Progress is rapid, although faster in Key Stages 1 and 2 than in the Early Years Foundation Stage. Disabled pupils and those who have special educational needs make good progress because they receive effective support.
- Teaching is good. Teachers make learning enjoyable and carefully plan work that matches pupils' knowledge and understanding. Teachers use questioning well to challenge pupils' thinking, but just occasionally introductions go on for too long. Marking is generally good, but there is some inconsistency in how well teachers' comments enable pupils to improve their work. In Reception, children are given a range of interesting things to do, although they are not always given opportunities to choose their own activities.
- Behaviour and safety are good because the relationships between pupils and adults are very strong. Pupils have very positive attitudes to learning. Attendance has improved sharply and is now high.
- The school is led and managed well. Since its previous, outstanding, inspection, the school has experienced a period of turbulence and declining standards. Determined action by the headteacher and his staff has begun to fulfil the governors' ambition to re-establish excellence. Performance is closely monitored and good attention given to improving teaching. The curriculum provides pupils with memorable experiences and contributes well to their spiritual, moral, social and cultural development.

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What does the school need to do to improve further?

- Improve teaching by:
 - maintaining a brisk pace of learning throughout every lesson
 - using evaluative comments in all marking that show pupils how they can improve their work.
- Broaden the existing range of learning opportunities, particularly in the Early Years Foundation Stage, so that children and pupils are encouraged to exercise choice and develop greater independence in their work.

Main report

Achievement of pupils

Children enter the school with standards broadly as expected for their age. Standards are above average by the end of Key Stage 2 and pupils make good progress overall and achieve well. There is no difference between the progress made by pupils of different genders or ethnic groups. Those who speak English as an additional language achieve well. Disabled pupils and those who have special educational needs are extremely well supported, so that they make good progress towards their individual targets. They learn well in lessons and when withdrawn for small group work. Pupils of all abilities make good progress, and gaps in performance between lower attainers and the national average are narrowing.

Pupils have a mature and determined approach to tackling challenges and are keen to participate fully in class. For example, pupils in Year 1 worked sensibly and cooperatively with their 'symmetry butterfly', confidently discussing how they had solved the problem of having two lines of symmetry. The school takes every opportunity to enrich pupils' learning experiences through the use of the locality. A visit to Hampton Court promoted pupils' interest in Henry VIII and pupils in Year Six were enthusiastically engaged in composing an imaginary diary of his daily life. Pupils say they find these activities exciting and enjoyable and teachers note the benefits in developing academic skills and encouraging social development.

Standards in reading are above average by the end of Key Stage 1 because pupils are well and systematically taught to interpret letter sounds and recognise words, which they practise both in school and at home. A programme of guided reading underpins the development of more advanced reading skills in Key Stage 2, so pupils build on a secure foundation of knowledge and understanding and continue to achieve above-average standards. The great majority of parents and carers comment favourably that their children make good progress across the school and are proud of their achievements.

Children in the Early Years Foundation Stage make satisfactory progress, with the most rapid progress in their development of early numeracy skills. Exciting themes, such as the Robot Bugs, inspire and motivate them. Whilst activities are thoughtfully

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prepared and carefully planned, children do not always get sufficient opportunity to choose how to extend their own learning independently.

Quality of teaching

Teachers have high expectations of pupils and this, coupled with the exceptionally positive relationships which characterise the school, means that pupils aspire to achieve them. The school is permeated by an ethos of purposeful and productive learning. Teachers carefully plan the curriculum to stimulate pupils' interests and to challenge pupils. For example, an art lesson in Year 2 drew on a recent visit to Kew Gardens to encourage pupils' perspective drawing. High teacher expectations, precise planning and the highly effective use of the school's environment challenged and motivated the pupils so that excellent progress was made. However, not all planning provides opportunities for pupils to work independently and to extend learning through their own research. While most lessons are conducted at a brisk pace, learning slows when teachers spend too long briefing the whole class, because pupils do not have sufficient time left to engage in their group tasks.

Teachers and teaching assistants work together well to promote learning. Teachers know the pupils very well as individuals and target extra help to those who need it. Disabled pupils and those who have special educational needs receive high-quality support from skilful and knowledgeable teaching assistants and, like other groups, benefit from activities that are well tailored to meet their needs. Assessment is good and this enables teachers to pitch their planning and questioning at the right level to drive learning forward. However, the marking of books does not always explain to pupils what they have done well and how they can improve.

Parents and carers are rightly pleased at the good quality of the teaching and their children's enjoyment of it. One, speaking for many, said, 'Both my children are happy here and flourishing both educationally and emotionally. They enjoy school and have fun.' This view is commonly shared among the pupils. One, contemplating the approaching completion of Year 6, said, 'I think this school has really prepared me well for the next school.' Teaching has a positive impact on pupils' spiritual, moral, social and cultural development. Memorable moments, like the camping night and the Children's Roles initiative, prompt pupils' curiosity and wonder and inspire pupils to make new links in their learning.

Behaviour and safety of pupils

Pupils say there is very little bullying and feel very well equipped to deal with it, should it arise, because of the thorough training they have had and the importance that adults attach to their well-being. Most parents and carers who responded to the questionnaire said that, typically, behaviour is good and the rare lapses are dealt with swiftly and appropriately by staff. Though a few parents and carers recalled incidents of disruptive behaviour that had affected their children, the great majority speak highly of pupils' conduct. They overwhelmingly believe that the school is a safe and secure environment, a view echoed by the pupils. The school's behaviour policy

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is consistently well applied and those pupils with behaviour difficulties are well managed.

Pupils have a well-developed understanding of safety and look out for one another – the older ones looking after the younger. The work of the Junior Leadership Team ensures that the pupils' views are placed at the forefront of strategic decisions affecting the school's development. Pupils express great trust and confidence in the adults who, they say, take their concerns seriously and act promptly to dispel them. Most pupils enjoy school immensely. This is reflected in their attendance which has risen from below average to high in the last two years.

Leadership and management

Since his appointment, the headteacher has acted decisively to arrest a decline in standards and attendance that had occurred since the last inspection. Staff members at every level share the governors' ambition to restore Kew Riverside Primary School to outstanding status. Improving attainment, accelerating rates of pupil progress, the narrowing of performance gaps, greater levels of pupil engagement and rising attendance indicate that the school's well-crafted improvement plans are having an impact and that progress is being made towards the achievement of that goal.

Regular monitoring by senior leaders ensures that there is an accurate picture of the school's performance and underpins the improvement process. All staff and some pupils contribute to school self-evaluation. As a result, the school is highly successful in promoting equality and tackling discrimination. Teaching assistants take on a wide range of responsibilities and make a significant contribution to the school's effectiveness.

Staff members speak with pride and enthusiasm about their involvement in the school and value the opportunities for professional development that leaders make available. This, combined with clear guidance for improvement and additional appointments to the senior team, has led to an increase in the proportion of good or better teaching and demonstrates the school's capacity for sustaining further improvement.

Members of the governing body are increasingly active within the school, keeping in close touch with parents and carers and with other local organisations. They ensure that safeguarding arrangements are secure, which contributes to pupils' and parents' and carers' confidence that the school is a safe and secure environment. Most parents and carers feel well informed about the work of the school.

The school has been particularly successful in promoting pupils' involvement in its routine operations and in influencing its improvement plans. Children's Role pupils understudy many of the key staff members around the school and the Headteacher Awards initiative rewards those who promote the ethos of the school and work to secure the well-being of their peers.

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The curriculum is broad and balanced and its promotion of positive relationships makes a distinctive contribution to pupils' spiritual, moral, social and cultural development. This is supplemented by a wide range of high-quality extra-curricular provision. A particularly strong feature is the use of local community facilities and places of interest, including the library, Kew Gardens, Hampton Court Palace and the Magistrate's Court, to enrich pupils' learning experiences and to prepare pupils for the next stage of their education.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 July 2012

Dear Pupils

**Inspection of Kew Riverside Primary School, Richmond upon Thames
TW9 4ES**

Thank you for making me welcome when I visited your school and for sharing your views with me, both in person and by filling in questionnaires. I agree with you that Kew Riverside Primary is a good school and enables you to achieve well. Here are some of its strengths.

- Teaching is good, which helps you to reach standards that are above average in your reading, writing and mathematics.
- Your behaviour is good and you are very caring towards each other.
- You have lots of opportunities to do a wide range of interesting things and to learn outside school.
- The headteacher and staff do all they can to involve you in the school and to make it a happy and exciting place for you to learn.
- You said how much you like coming to school and this is shown by the fact that you have very little time off.

In order that the school gets even better, I have asked your teachers to:

- explain more often how well you are doing when they mark your work, saying how you can make it better
- make sure you have enough time to finish your independent tasks in lessons, by speeding up the pace of lessons
- ensure that teachers give you more opportunities to research and investigate, and to choose activities, particularly in Reception, so that you can improve the quality of your own work.

You can help with these by concentrating hard on work you are given to do independently and carefully thinking about any advice teachers give to help you improve.

Yours sincerely

Richard Potts
Lead inspector

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