

# Inspection of a good school: Kew Riverside Primary School

37 Courtlands Avenue, Richmond, Surrey TW9 4ES

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Inspection date: 25 November 2021

## **Outcome**

Kew Riverside Primary School continues to be a good school.

## **What is it like to attend this school?**

Kew Riverside is a happy and safe place to learn. Pupils typically said that staff are caring and want the best for them. Leaders and staff are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). They work hard to help their pupils become respectful and caring young citizens. Pupils have regular opportunities to contribute to school life. For example, through the school council. Pupils enjoy the range of clubs and sporting opportunities that further support their development.

Pupils enjoy coming to school. They are polite and confident. Pupils said that everyone looks out for each other. They are tolerant of others and want their classmates to succeed. Pupils celebrate their successes through assemblies and events such as anti-bullying week and Children in Need.

The school is calm and orderly. Pupils said that staff always have time to listen to them. They said that bullying is very rare in this school. Nevertheless, leaders keep detailed records of any instances of bullying. They work closely with pupils and their families to restore good relationships.

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

Pupils enjoy reading. Teachers read a range of interesting books to pupils every day. Leaders are committed to helping pupils become fluent and confident readers. The reading programme, including for children in the early years, is planned well. From the moment children start in Reception, they learn phonics. Leaders carefully track pupils' phonics knowledge. This means that those who fall behind receive support to catch up quickly. Books match the sounds that pupils are learning.

Staff have received suitable training. As a result, staff deliver the early reading programme well. Teachers make regular checks on how well pupils are reading. Leaders

have invested in new books that interest and excite pupils. Older pupils understand the importance of being able to read. They spoke enthusiastically about reading for pleasure.

Teachers are knowledgeable and deliver a well-planned curriculum. In mathematics, for example, pupils' learning is carefully sequenced and broken down into small steps. Teachers check what pupils know and remember before moving on. This helps pupils to have a secure knowledge of number that builds over time. Pupils' work, including pupils with SEND, shows they can confidently apply what they know to solve problems.

Leaders prioritise pupils' personal development. Pupils have a broad range of opportunities to develop their talents and interests. Numerous teams, such as football, tag rugby and dodgeball are available to all pupils. Pupils also talked about how much they enjoy spending time together at playtimes. Leaders have built a community where the pupils are interested in each other, their similarities and differences. Staff have taught pupils the language they need, to talk about their emotions. Pupils are thoughtful and wise when discussing the needs and wants of others.

Leaders and staff are swift to identify pupils with SEND. They plan appropriate adaptations to the curriculum so that pupils achieve well. Pupils with SEND are fully included in school life.

Leaders have developed other subjects within the curriculum over time. However, interruptions caused by COVID-19 have affected pupils' learning in some subjects. The school has used its assessment systems to identify where this has happened. Some gaps have emerged in areas of pupils' knowledge and skills further up the school. Leaders have started to address this. They have put strategies in place to close these gaps quickly.

Leaders have empowered teachers to lead their subjects well. Subject leaders have constructed a meaningful and increasingly ambitious curriculum. Their plans are logical. They highlight the most important pieces of knowledge that pupils need to learn. Staff also include opportunities to revisit key themes. As a result, pupils' learning securely builds on their prior knowledge. In a few subjects, pupils' learning is not as carefully thought out. Staff are not so clear about how to check what pupils already know. This is particularly the case when subject leaders are new in post.

Leaders have high expectations for pupils' behaviour. The school rules of 'be ready, be respectful and be safe' are understood by pupils. Leaders are proactive. They know their pupils well and act early to support pupils who might struggle. As a result of this, behaviour in the school is calm and disruption is rare.

Staff are proud to work in this school. Leaders consider the well-being of all members of staff. Staff said that leaders are caring and approachable. They appreciate how well senior leaders consider their work-life balance and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

All staff act in the best interests of pupils. They are vigilant and quick to act on any concerns. Leaders keep detailed records of the actions taken and follow up when necessary. Staff and governors take part in regular training to keep pupils' welfare and safety at the forefront of their work.

Pupils know how to keep themselves safe in a range of situations. They know who to go to if they have concerns or worries. Leaders have ensured that the curriculum supports pupils' understanding of risk, including how to stay safe online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Some subject leaders are new to their role this year. Their planning and assessment require further development. At times, subject content is not purposeful nor appropriate for all year groups. Leaders should ensure that subject leaders have the time and support to plan and implement curriculum plans effectively.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 10–11 January 2017.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	133343
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10211141
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	145
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stephen Hyams
<b>Headteacher</b>	Elizabeth Strong
<b>Website</b>	<a href="http://www.kewriverside.richmond.sch.uk/">www.kewriverside.richmond.sch.uk/</a>
<b>Date of previous inspection</b>	10 and 11 January 2017, under section 8 of the Education Act 2005

## Information about this school

- Kew Riverside Primary School is a smaller than average primary school.
- Leaders do not use any alternative provision.

## Information about this inspection

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.

- Inspectors spoke with the headteacher and the senior leadership team. They also met with a representative of the local authority.
- Inspectors undertook deep dives in these subjects: reading, mathematics, geography and personal, social and health education. This involved discussions with leaders and

teachers, visits to lessons, looking at examples of pupils' work and discussions with pupils.

- Pupils' behaviour in lessons and around the school was observed.
- Inspectors scrutinised a range of documentation. This included the single central record of pre-employment checks and the school's records of poor behaviour, including incidents of bullying.
- Inspectors listened to some pupils in Years 1 and 2 read. Inspectors also spoke to pupils about their attitudes to reading and the types of books they read.
- Inspectors met with staff and pupils formally and informally.
- Inspectors took account of the 68 responses to Ofsted's online questionnaire, Parent View, and 13 responses to the staff survey.

### **Inspection team**

Karen Matthews, lead inspector

Ofsted Inspector

Kanwaljit Singh

Ofsted Inspector

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