

Inspection of Alexandra Primary School

Alexandra Road, Kingston upon Thames, Surrey KT2 6SE

Inspection dates: 3 and 4 July 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are incredibly proud of their school. They describe staff as kind and supportive. Their opinions are regularly asked for and listened to. For instance, pupils can apply and be elected to be 'Rights Knights' to represent their peers. Staff have extremely high expectations for all pupils. Everyone understands the school's high behavioural expectations and follow these consistently.

This is a school where pupils are safe and happy. They build respectful working relationships with each other and all staff in the school. Pupils thrive in this welcoming and caring environment. They love and are committed to their learning.

There is a broad range of clubs that pupils take part in. These range from skateboarding and chess to drama and football. Leaders have made sure that these are made accessible for all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils thoroughly enjoy the many school visits that staff arrange for them. Pupils in Year 5 and 6 talked about how their residential trips helped them face their fears and made them more confident. Visits to local farms, Hampton Court Palace and the Dragon Boat Race are among pupils' favourite experiences.

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

Leaders provide an aspirational curriculum that goes beyond the core knowledge and skills that need to be taught. High-quality training for staff is made a priority. As a consequence, staff teach all subjects confidently. Staff routinely check pupils' prior knowledge. They build on this learning, making the links clear. As a result, pupils are fully ready for future content. In early years, staff skilfully build on children's knowledge across all areas of learning.

Staff have strong subject knowledge and present subject matter clearly. They use strategies and resources to develop pupils' vocabulary very well. For example, in mathematics, pupils used the vocabulary they have learned to describe their methods accurately. Teachers draw on pupils' prior learning, such as their learning about the history of the river Thames and crime and punishment over time, effectively.

All subjects are well sequenced and progressively planned. Staff identify and check pupils' knowledge and understanding effectively. They make sure that pupils' subject-specific understanding is developed deeply. Leaders have a rigorous oversight of all subjects.

Leaders have made reading a top priority. Staff teach phonics consistently well. Teachers help to extend more confident readers and support those who may fall behind. Where necessary, pupils receive regular and targeted support. This helps to

make sure that they quickly catch up with their peers. Teachers across the school promote a love of reading. They have carefully chosen books that interest and inspire pupils.

Pupils behave exceptionally well in lessons. Any behaviour that falls below the agreed expectations is picked up immediately and addressed. The school is a wonderful and orderly place where pupils concentrate very well. This begins in the early years, where children follow routines and instructions. Staff help children to grow in confidence and independence so that they are ready for Year 1.

Staff go beyond the expected to provide pupils with a rich set of experiences. School visits are closely linked to the curriculum. For example, every year group visits a different place of worship each year. This goes a long way in developing pupils' respect and tolerance of different faiths and beliefs. Pupils have a strong understanding of how to keep physically and mentally healthy. They learn about healthy relationships and consent at an age-appropriate level. In the Nursery, children learn about how to look after themselves as they grow older.

Pupils with SEND, both in the specially resourced provision and mainstream classes, are supported to access the full curriculum. This is done through appropriate adaptations. The school makes sure that identification processes for pupils with SEND are rigorous. Staff liaise well with external professionals to ensure that support for pupils with SEND is of a high standard. They review and improve their practice regularly.

Leaders, including governors, are extremely aspirational for all pupils. They are reflective and aim to keep improving the work they do. Staff are overwhelmingly positive about working here. They said that leaders are caring and approachable and have made appropriate adjustments to their workload to make it manageable.

Parents are overwhelmingly positive about the school and the education their children receive. Governors know their school very well. They provide appropriate challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, make sure that safeguarding is always a priority. All staff receive regular training. They are aware of national and local issues. Staff know the importance of reporting even the smallest concerns. They know how to make referrals when necessary. The school liaises well with outside agencies to ensure the best for their families.

Pupils know how to keep safe, including online. They are taught about appropriate, positive relationships.

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](#)' 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

Unique reference number	102578
Local authority	Kingston upon Thames
Inspection number	10289849
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	469
Appropriate authority	The governing body
Chair of governing body	Lorraine Slattery
Headteacher	Robert Waiting
Website	www.alexandra.kingston.sch.uk
Date of previous inspection	8 July 2021, under section 8 of the Education Act 2005

Information about this school

- The school provides specially resourced provision for up to 16 pupils with SEND on behalf of the local authority. The provision caters for pupils with moderate and complex additional needs.
- This school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders. They met with governors, including the chair.
- Inspectors met pupils to understand their views about the school.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons with senior leaders, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors considered the behaviour of pupils during lesson visits and around the school. They observed pupils as they arrived at school in the morning. They looked at behaviour and bullying records and leaders' analysis of these.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers, and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- Inspectors spoke to staff about their workload and well-being. They considered the views of staff, pupils and parents, including responses to Ofsted's online surveys. They spoke to many parents at the school gate.
- Inspectors considered a wide range of documentation provided by the school. This included curriculum documentation and school policies.

Inspection team

Aliki Constantopoulou, lead inspector	His Majesty's Inspector
Sophie Healey-Welch	His Majesty's Inspector
Karen Matthews	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023