

Inspection of Riversdale Primary School

302a Merton Road, Wandsworth, London SW18 5JP

Inspection dates: 11 and 12 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils are rightly proud to be a part of this inclusive, welcoming and kind school. Staff have consistent expectations for behaviour, and these are understood by pupils, who exemplify the Riversdale values each day. For example, pupils vote for who should win the class conduct award each week. As a result, the school is respectful, calm and orderly. This helps to ensure that pupils feel safe and are kept safe at school.

Pupils study a broad and interesting curriculum. In some subjects, they develop a deep body of knowledge and produce work of good quality. However, there are subjects where this is not the case because the curriculum is at an earlier stage of design.

Pupils develop as leaders and take on additional responsibilities. These include being sports leaders, where older pupils help their younger peers. Pupils enjoy taking part in the range of additional activities available, including yoga, choir, upcycling and dance fitness exercise. Pupils make a positive contribution to society. For example, the school council has raised funds for charities, such as one supporting relief efforts in Syria.

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

Pupils learn a broad range of subjects that reflect the expectations of the national curriculum. In some subjects, leaders have identified what they expect pupils to learn. This has been organised carefully so that pupils revisit and deepen their understanding over time. For example, in mathematics, children in Reception practise adding to 10. Older pupils build on this when learning about the value of decimal numbers and converting measurements. Similarly, in physical education, pupils learn the importance of how adopting the correct body position helps them to run quickly. Older pupils use this knowledge when creating different positions and movements in gymnastics and dance.

There are other subjects that are at an earlier stage of design. In these areas, the most important knowledge that pupils need to learn has not been clearly identified. This means that teachers do not consistently focus on the knowledge pupils need to secure. As a result, pupils, including those with special educational needs and/or disabilities (SEND), do not routinely secure the understanding they need.

Leaders expect all pupils to develop a love of reading. For example, older pupils act as role models when reading with their younger peers. Phonics begins swiftly when children begin school. Staff have received appropriate training to deliver the agreed programme with precision. However, there is some variability in how well this is implemented, particularly for those pupils who struggle to read well.

Although teachers check what pupils have learned, assessment information is not used effectively. In some cases, teachers identify and respond to pupils' errors and

misconceptions. This means that pupils deepen their understanding. However, this is frequently not the case, meaning that gaps in pupils' understanding persist over time. Leaders recognise this issue and have started work on developing stronger routines, but these have not yet had the desired impact on pupils' learning.

Pupils with SEND are swiftly identified. Leaders work closely with external agencies to develop appropriate strategies to support these pupils, including those who attend the additional resource provision. Information is shared with staff, enabling teachers to make appropriate adaptations to support pupils to access the curriculum.

Pupils typically behave well around the school and are engaged in their learning. Rigorous systems are in place to help families ensure that their children attend school regularly and on time. Careful thought has been given to pupils' wider personal development. The curriculum is designed to help pupils to understand the importance of healthy relationships, celebrating and respecting diversity and the different protected characteristics. Some pupils with SEND follow a well-designed programme aimed at developing key life skills.

Leaders, including those responsible for governance, check the impact of their work. However, the information gathered is not used consistently well to identify and act on the most important priorities for improvement. Staff enjoy working here. They appreciate the effort made by leaders to take their workload and well-being into consideration.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant to the needs of pupils. They ensure that staff receive appropriate training to identify and report any concerns that they may have. Leaders work closely with external agencies to secure the right advice, guidance and support for pupils and their families.

The curriculum helps pupils learn how to keep themselves safe, including from the risks associated with using social media. Leaders ensure that pupils have access to appropriate pastoral support when they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is at an earlier stage of design. In these areas, the most important ideas that pupils need to learn and remember have not been clearly defined. Therefore, teachers do not routinely focus on or check that pupils have secured the right knowledge in sufficient depth. Leaders should ensure that they identify what they expect pupils to learn. This should be sequenced to allow pupils to practise and embed their learning. Leaders should also check that

teachers implement the curriculum in these subjects with sufficient precision, checking that pupils are securing the knowledge they need.

- There are inconsistencies in how well the phonics programme is implemented. As a result, some pupils who struggle with reading are not sufficiently supported to develop as accurate, fluent and confident readers. Leaders should check that staff implement the phonics programme with accuracy and precision, providing additional training and support where needed.
- Leaders and those responsible for governance do not use the information they gather about the school's effectiveness with precision. As a result, they do not have sufficient oversight of the priorities for improvement or progress towards achieving these. Leaders should ensure that they use the information they gather to check on the impact of their work and to plan future improvements.

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	101018
Local authority	Wandsworth
Inspection number	10227424
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	The governing body
Chair of governing body	Reverend Ian Tattum
Headteacher	Amy Roberts
Website	www.riversdaleprimaryschool.org.uk
Date of previous inspection	3 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a specific resourced provision for pupils with autism spectrum disorder and speech, language and communication needs. There are 30 pupils who attend this provision.
- Leaders make use of one registered alternative provision.
- The deputy headteacher is currently on secondment. Two senior staff have been appointed as acting deputy headteachers.

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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of staff.

- Discussions were held with members of the governing body. Inspectors also spoke with a representative of the local authority.
- Inspectors carried out deep dives in early reading, art and design, history, mathematics and physical education. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to pupils about their learning and looked at samples of their work.
- Inspectors also considered the curriculum in other subjects.
- Inspectors looked at a range of documents, including leaders' self-evaluation and priorities for improvement.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and carers, and staff were gathered through discussions and the responses to Ofsted's online surveys.

Inspection team

Sophie Healey-Welch, lead inspector	His Majesty's Inspector
Jenell Chetty	Ofsted Inspector
Lisa Farrow	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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