

# Inspection of The King's Church of England Primary School

Cumberland Road, Kew, Richmond, Surrey TW9 3HJ

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Inspection dates: 16 and 17 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected under Section 5 of the Education Act 2005 seven years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. The school received an ungraded inspection under section 8 of the Act on 8 and 9 February 2023. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Pupils thrive in this welcoming and supportive school. They are proud of its inclusive ethos. The school's values of 'love', 'compassion' and 'respect' are lived out daily by pupils and staff. The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve well in their learning. This is reflected in high published outcomes in national assessments.

The school develops pupils' knowledge and confidence through a broad and ambitious curriculum. Expectations are high, and pupils are well prepared for the next stage of their education.

Pupils behave exceptionally well in lessons and around the school. They are motivated and show respect and kindness towards adults and each other. Pupils say that bullying is rare and that if it occurs, it is dealt with swiftly. They feel safe and know to talk to a responsible adult if they have any concerns.

The school develops pupils' independence and character. Pupils take on many leadership responsibilities. For example, they can choose to be on the student council, eco-ambassadors or play leaders. Pupils contribute positively to the school and their local community, for example by helping the homeless. Pupils appreciate the wide range of clubs they can choose to attend. Leaders ensure that all pupils can take part in many sports and musical and other creative activities. This is because they see these as valuable learning experiences.

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

The school has created an ambitious and rich curriculum. From the early years, it has identified the key knowledge and skills that pupils should learn. The curriculum is carefully sequenced so that pupils' knowledge builds up step by step through the years. For example, in science, children in the early years learn about key concepts such as 'melting', 'freezing', 'floating' and 'sinking'. In Year 2, they identify and compare different types of materials such as 'wood', 'metal' and 'rock'. By Year 6, pupils investigate the different properties of a wide range of materials such as 'hardness' and 'solubility'.

Staff identify the needs of pupils with SEND and make adaptations for them through targeted adult support and the effective use of resources. Pupils with SEND have access to the same range of ambitious opportunities as their peers.

Leaders have made well-considered changes to encourage a more consistent approach to teaching. Teachers are enthusiastic and have good subject knowledge. They use effective strategies in the classroom which enable most pupils to know and remember more of what they have learned. For example, in mathematics, older pupils consistently produce work which shows depth of understanding. In the early years, children develop a secure knowledge of number and pattern in indoor and outdoor environments.

Across the school, teachers typically ask effective questions and address any misconceptions. Sometimes, the checking of what pupils have learned is not secure. This means some pupils cannot connect their learning with what they already know, and, as a result, they have gaps in their understanding.

The school places a high priority on early reading. Effective training ensures that staff have strong knowledge for the teaching of reading. Pupils achieve very well in phonics. Regular checks ensure that pupils read books that are well matched to their phonics knowledge. These approaches to pupils' reading development continue throughout the school. Teachers choose ambitious class texts with rich vocabulary and language. Pupils enjoy reading for pleasure.

Leaders have strong relationships with families, providing support and guidance when needed. A variety of workshops enable parents and carers to learn about the school curriculum and gain useful advice. Pupils' behaviour and attitudes to learning contribute positively to the delivery of the curriculum.

The school places a high priority on attendance which results in pupils attending school regularly and on time. Where attendance rates are low, leaders work effectively with families to encourage and support them to improve attendance and punctuality.

The school promotes pupils' wider development exceptionally well. There is a well-planned and age-appropriate personal, social and health education programme. Staff teach pupils about respecting other people's faiths, cultures and ways of life. Educational outings include visits to local mosques, temples and synagogues. Racism and discriminatory behaviour are never tolerated. The school is enriching its curriculum through carefully thought-out visits in the local area. For example, history is brought to life through visits to the Museum of Richmond, Hampton Court and the National Archives.

Leaders, including the governing body, have accurately identified the priorities for school development. They challenge the school effectively while supporting staff well-being. Staff appreciate the support the school offers, including a wide range of professional development opportunities.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- On occasion, the implementation of the ambitious curriculum does not enable some pupils to secure their understanding as well as it could. This is because sometimes, teachers do not check learning regularly and address misconceptions

quickly enough. This means that some pupils' knowledge of important subject content is not as developed and embedded as it should be. The school should ensure that staff are checking learning effectively.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102921
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10296622
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	398
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Larissa Sutton (Co-Chair) Janine Farrance (Co-Chair)
<b>Headteacher</b>	Adrian Corke
<b>Website</b>	<a href="http://www.kings.richmond.sch.uk">www.kings.richmond.sch.uk</a>
<b>Dates of previous inspection</b>	8 and 9 February 2023, under section 8 of the Education Act 2005.

## Information about this school

- The school runs its own breakfast club.
- The school has a Church of England religious character. The school had its last section 48 inspection in June 2024.
- The school does not use any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, geography and music. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to

teachers and spoke to some pupils about their learning.

- Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with leaders with responsibility for behaviour, SEND and pupils' personal development.
- Inspectors met with members of the governing body and representatives from the local authority and diocese.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

### **Inspection team**

Susan Maguire, lead inspector	His Majesty's Inspector
Rekha Bhakoo	Ofsted Inspector
Karim Ismail	His Majesty's Inspector

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