

Kew Riverside Primary School

Inspection report

Unique Reference Number	133343
Local Authority	Richmond Upon Thames
Inspection number	316096
Inspection date	6 December 2007
Reporting inspector	Madeleine Gerard

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	4–10
Gender of pupils	Mixed
Number on roll	
School	164
Appropriate authority	The governing body
Chair	Mrs Jane Spencer
Headteacher	Mrs Rachel Phillips
Date of previous school inspection	13 October 2003
School address	37 Courtlands Avenue Richmond TW9 4ES
Telephone number	020 8487 8437
Fax number	020 8487 5986

Age group	4-10
Inspection date	6 December 2007
Inspection number	316096

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an additional inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement of the pupils and the standards they reach, the impact of monitoring by leaders and managers on the quality of teaching, learning and the curriculum, the care guidance and support given to pupils and the impact of the school's work on the personal development of the pupils. Evidence was gathered from a range of documents, pupil progress data, school records, lesson observations, pupils' work in their books, discussions with the headteacher, senior managers, staff, pupils and governors, observations around the school and replies to the parents' questionnaire. Some aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This smaller than average primary school opened in 2002 with one Reception class. The oldest pupils are now in Year 5. The proportion of pupils who join and leave the school other than at the usual starting and leaving points is very high. The school has Extended School status and works closely with the Nursery which shares the site.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Kew Riverside Primary is an excellent school with an outstanding capacity to make even further improvements. Leaders and managers have built upon the excellent start described in the previous inspection report. All staff work together as a strong team. Their regular monitoring of everything the school does, coupled with their innovative approaches to much of the school's work, have ensured that very high standards have been maintained. Many parents were keen to express their appreciation for the work of all the staff at the school. One summed up their views by saying, 'Teachers and assistants are so amazing and put so much into the school'.

Children enter the Reception class with a range of skills but the majority are close to the expected level. Children thrive in the supportive atmosphere in the Reception and most are working beyond the goals expected of them by the start of Year 1. In all classes after Reception many pupils join the school from other schools or from abroad. A significant proportion of these new pupils have low starting points. Pupils continue to progress very well throughout the school and their level of achievement from their starting points is outstanding. This is because there is a strong emphasis on ensuring learning takes account of pupils' different abilities. More able pupils are successfully challenged. Special attention is given to those pupils who speak English as an additional language or those who find learning difficult, so that they achieve as well as their peers. Pupils' current work as well as the school's own data shows that most pupils are working above or well above the expected levels for their age. Standards in the national tests at the end of Year 2 rose significantly in 2007 and were above average. Standards in writing were exceptionally high. This was due in part to the success of structured reading and writing programmes. The school exceeded national averages for pupils reaching the higher levels in reading, writing and mathematics.

Relationships between staff and pupils are excellent. One pupil commented, 'I like the fact we call teachers by their first names, it shows they have nothing to hide'. Pupils' very positive attitude towards their learning and excellent behaviour contribute to their outstanding personal development and well-being. They clearly like being at school. Parents confirmed this with such comments as, 'Our son is upset on Saturday when he realises it is not a school day'. Pupils have a very good understanding of healthy lifestyles. They feel safe in school and are very confident that adults listen and act swiftly when there are problems. Pupils have a secure understanding of different cultures and world religions. They are enthusiastic to contribute to the school community, for example as members of the school council or peer mediators. Pupils' outstanding achievement, strong social skills and awareness of the needs of others prepare them very well for their future lives. Attendance has dropped since 2005 from above average to the national average. New systems to promote good punctuality and attendance are being used effectively and school records already show improvement this term.

The quality of teaching is outstanding. This contributes to the excellent progress pupils make. One pupil said of the teachers, 'They make even the boring bits of learning fun'. Pupils are actively involved in their learning and through pair and group discussion they talk about their work and discover new things for themselves. This helps to develop their self-confidence and self esteem. Imaginative use of staffing enables some older classes to divide into mixed-age groups for mathematics. This ensures that all pupils do similar work while being appropriately supported and challenged. Highly committed teaching assistants work closely with teachers and make a very good contribution to pupils' learning.

There are strong links between subjects in the outstanding curriculum that is enriched by themed days and projects. For example, pupils in Year 5 were writing their own lyrics to a Beatles' song to accompany a film they will be making. This is part of a project on the 1960s linking history, music, dance, literacy and media. Further highlights include French for pupils in Years 1 to 5, and a variety of interesting and popular clubs including gardening, yoga, mad scientists, and guitar. The home learning club for selected pupils is well planned to support them in gaining good learning skills and helps to develop their confidence. Good opportunities for pupils to take part in sporting activities contribute well to their very positive attitudes to keeping fit and healthy.

The care, guidance and support given to pupils are good overall. Pastoral care is another strength of the school. Pupils and parents confirm that new pupils are well supported and made to feel very welcome. Children's views are taken seriously as the recently introduced lunchtime activities show. Very good communication with parents and carers through workshops and weekly newsletters ensures they know what work their children are doing in school and how they can help them at home. Systems to check up on how well pupils are doing are used effectively to make sure teaching consistently meets the needs of all learners. This ensures that pupils make the progress of which they are capable. Nevertheless, assessment is not yet used similarly well to make clear to the pupils themselves the next steps in their learning. Strong links with a local secondary school are already preparing older pupils for the transition to the next stage in their schooling.

The headteacher provides excellent leadership and is constantly driving the school forwards. She has the confidence and respect of staff, governors, parents and pupils. One parent wrote, 'My daughter already wants the headteacher to build a secondary school as she doesn't want to leave'. Senior managers set challenging targets and make improvements where needed. The governing body has a high level of expertise and are strongly involved in helping to evaluate school effectiveness and improve further.

Effectiveness of the Foundation Stage

Grade: 1

The Foundation Stage is outstanding. Very good induction arrangements ensure that each child's individual ability is quickly and carefully assessed, enabling the school to meet their different needs effectively. As a result, children settle in very quickly, are well versed in class routines and make excellent progress. One parent commented, 'My daughter has had the most amazing introduction to school life at Kew Riverside'. Careful planning builds on what has already been learned. Staff provide an exciting range of stimulating learning opportunities. There is a good balance of adult-led and free choice activities. All children show great enjoyment in their learning and they work and play together very well because personal and social skills are prioritised. Opportunities to learn in the outdoor area are restricted when the weather is wet as there is very limited protection.

What the school should do to improve further

- Ensure assessment consistently makes clear to pupils what they need to do in order to move up to the next level in their work.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

18 December 2007

Dear Pupils

Inspection of Kew Riverside Primary School, Richmond, TW9 4ES

Thank you for your warm welcome when I inspected your school. I thoroughly enjoyed my day and I appreciated the interesting conversations we had and all the help you gave me. In return I would like to tell you what I found out. Kew Riverside Primary is an outstanding school.

- You really like being at school and behave very well in class.
- You get on very well together and take good care of each other.
- The youngest children get off to an excellent start in Reception.
- The headteacher and other leaders and managers run the school extremely well.
- All the staff work very hard to check on how well you are doing as you move through the school.
- Those of you who find learning hard get lots of extra help and do well.
- There are many exciting lunchtime activities and after school clubs which you enjoy.
- Your lessons are fun and you have lots of interesting activities to do to make your learning enjoyable and to help you make as much progress as possible.
- Your parents and carers like the school very much too.

I have asked the school to give you a clearer view of what to do to improve your work so that you can move up to the next level even more quickly.

Thank you again for helping me with the inspection. You are right to be proud of your school because there are lots of excellent things happening there. I hope that you will carry on working hard and enjoying everything that Kew Riverside Primary offers.

With best wishes for the future,

Madeleine Gerard Lead inspector