

# Kew Riverside Primary School

**Address:** 37 Courtlands Avenue, Richmond, Surrey, TW9 4ES

**Unique reference number (URN):** 133343

## Inspection report: 8 July 2026

|                    |                                                                                    |
|--------------------|------------------------------------------------------------------------------------|
| Exceptional        |                                                                                    |
| Strong standard    |   |
| Expected standard  |   |
| Needs attention    |  |
| Urgent improvement |                                                                                    |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## **Strong standard** ●

### **Early years**

**Strong standard** ●

Leaders have high expectations and aspirations for giving children the best possible start. Staff build positive relationships with children. Their welfare is carefully considered, and staff respond with care to meet children's needs. This results in happy, confident children who cooperate well.

The early years curriculum is ambitious and tailored to children's specific needs. Leaders have carefully considered the environment, ensuring that key areas help stimulate children to be more confident and inquisitive in their learning. Leaders prioritise teaching children the basic skills, including phonics, handwriting, spelling and mathematics, alongside other areas of learning.

Leaders ensure staff are suitably skilled and equipped to deliver the curriculum. As a result, the agreed school approaches for teaching are consistently embedded. Staff are skilful in developing children's communication through rich conversations and prompting effective questions. They carefully reshape learning when needed to help children grasp what is being taught. Children with special educational needs and/or disabilities are fully included and learn alongside their peers. Staff make well-chosen adjustments where required to ensure their needs are met.

Children in the early years attend well. By the end of their time in Reception Year, children achieve well and are very well prepared for entry into Year 1.

### **Inclusion**

**Strong standard** ●

The school is highly inclusive and builds effective relationships with parents and carers. The school's approach to identifying pupils' needs is robust and effective. As a result, pupils receive the necessary support and resources promptly. This minimises any barriers to pupils' learning and/or wellbeing. Staff use information about pupils effectively to ensure they adjust and adapt what is in place for them and meet their needs.

Pupils with special educational needs and/or disabilities and those known to social care are supported well. Staff carefully determine what pupils' needs are and use this information to tailor learning activities to meet these. Leaders carefully track the impact of this support and make further adjustments if necessary to ensure it is having the intended impact.

Disadvantaged pupils benefit from thoughtful use of additional funding. The school provides a range of additional support for pupils' academic needs and support that enhances their wellbeing, such as opportunities to take part in wider activities. For example, many disadvantaged pupils represent the school in sporting competitions.

### **Personal development and wellbeing**

**Strong standard** ●

Leaders have created a personal development programme that thoughtfully nurtures pupils' character, broadens their horizons and offers plenty of opportunities to help them grow into

responsible, mature citizens.

The school's personal, social, health and economic education and relationships curriculum is appropriate, and pupils demonstrate a secure understanding of the concepts they are taught. For example, pupils confidently distinguish between safe and unsafe practices. They understand the importance of water safety, including how to stay safe in and near water, especially in hot weather. Pupils know how to promote positive mental health and the risks of tobacco, alcohol and drugs. They respect and understand different religions and faiths. They value the diversity in their multicultural society and understand the importance of the fundamental British values. Additionally, pupils demonstrate mature attitudes and engage in debates on topics such as road safety and societal laws. Overall, pupils are very well prepared for life in modern Britain.

The school has carefully planned and integrated a blend of trips, visits and external speakers into the curriculum to enhance pupils' learning, including for children in the Reception Year. For instance, pupils have opportunities to visit museums, theatres and key landmarks in London. These opportunities are enhanced by residential trips for older pupils, which are a highlight of their school experience. Leaders have careful oversight of the provision and ensure that all pupils have opportunities to participate, making adjustments for individuals where needed. The uptake of the school's enrichment offer is very high, especially for disadvantaged pupils. Pupils relish the opportunity to develop their talents and interests, such as in art and sports, and to participate in a range of external competitions.

Pastoral support for pupils is highly effective. Staff ensure that pupils' wellbeing and other needs are well met. Vulnerable pupils, including those with special educational needs and/or disabilities, are very well cared for. Parents and carers are very appreciative of the high level of support provided.

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## Expected standard

### Achievement

### Expected standard

Pupils typically achieve well, as seen in the school's published outcomes, which over time are above the national average in the combined measure for reading, writing and mathematics. This is also the case for disadvantaged pupils when compared to their peers nationally. Pupils with special educational needs and/or disabilities make secure progress from their starting points.

Pupils typically gain knowledge and skills across the curriculum, which is reflected in the quality of their work and their ability to talk about their learning. For example, in physical education, pupils talk with confidence about the rules and skills needed to participate in a range of sports.

Pupils develop secure knowledge and skills in reading, writing and mathematics. The school provides additional support to help pupils catch up and keep up with their basic skills. For example, the school's continued focus on handwriting supports pupils to develop an accurate pencil grip and letter formation.

## Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the quality of the school's curriculum and teaching. Leaders have created a broad and ambitious curriculum, which is thoughtfully organised. For example, key topics and vocabulary have been identified and are presented in a meaningful and logical manner. This helps pupils to acquire knowledge securely.

Teachers have secure subject knowledge. They mostly apply the school's agreed teaching approaches to deliver the intended curriculum. However, on occasion, a very small minority of pupils are unclear about what they are being taught. That being said, teachers typically provide clear, precise explanations and model key concepts. Teachers generally choose appropriate activities and adapt these effectively to meet the needs of pupils, especially those with special educational needs and/or disabilities. Staff regularly check pupils' understanding and use this information to correct misconceptions and adjust future learning.

Leaders ensure the curriculum focuses on developing pupils' basic skills in reading, writing and mathematics. Pupils, including children in Reception, are taught phonics effectively. This enables them to become fluent and confident readers. Pupils receive targeted support to improve their spelling, handwriting, reading and mathematics to close gaps in their learning. Leaders rightly continue to prioritise the development of pupils' handwriting skills and writing fluency.

## Leadership and governance

Expected standard 

Leaders and the governing body have established an environment that fosters harmony, collaboration and determination. The school community involves parents, carers and staff, who work together to serve pupils' best interests.

Leaders are aware of the school's strengths and areas for development. They are focusing on the right priorities to further raise standards, enhance the curriculum and improve the quality of teaching. Leaders have a detailed understanding of the pupils and their families, acknowledging their barriers and unique circumstances. Leaders continue to tailor approaches and collaborate with external agencies for the best possible outcomes for pupils. Leaders are taking appropriate action to tackle attendance issues, with some positive signs of impact. However, leaders, the governing body and the local authority recognise that there is still more work to be done in this area.

The governing body is perceptive and fully aware of the challenges the school faces. It has clear oversight of the school's work and adeptly balances accountability, support and challenge. The governing body is proactive in seeking feedback from all stakeholders to gain a broader perspective.

Staff characterise the school as a warm, inclusive and 'family-like' setting. They are committed and actively support day-to-day operations. Staff value how leaders adjust their approaches and respond positively to their wellbeing needs. Staff appreciate that the workload is appropriate given the school's context and size. The school provides effective professional learning opportunities and develops staff expertise through sharing best practice.

## Needs attention

### Attendance and behaviour

Needs attention 

Most pupils attend school regularly. However, a small minority of pupils do not attend regularly enough, resulting in the school's overall attendance being below the national average. Leaders implement personalised strategies to address these issues and work closely with families. Leaders promote high expectations for attendance and actively endorse the importance of attending school every day. Pupils understand why being in school matters and are encouraged to do so through rewards and initiatives at a class and individual level. While some actions are showing success, the impact on pupils' attendance remains variable. The school's approach to attendance has proven particularly successful for the pupils in Reception Year, and their attendance is now near the national average. However, the number of pupils who are persistently absent from school remains high, particularly among disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Pupils' behaviour is a real strength of the school. There are very clear expectations of how pupils should behave. As a result, pupils are polite, courteous and friendly. In lessons, pupils are proactive in their learning and, where appropriate, support each other. Pupils take pride in their work. During social times, pupils from different year groups interact well with each other. Pupils with SEND are well supported, with adjustments made where necessary. Bullying and discrimination are rare, and pupils are confident to report concerns to a trusted adult who they know will act on them. The school supports and promotes pupils' positive mental health and wellbeing effectively.

## What it's like to be a pupil at this school

Pupils at Kew Riverside are happy, confident and responsible individuals. Many parents and carers appreciate that their child benefits from a warm, 'small school community' that genuinely cares. Pupils receive a warm welcome from this highly inclusive school that strives to meet their needs. Pupils are safe and behave very well. Bullying is very rare and, when it does occur, staff respond quickly and effectively.

Many pupils enjoy coming to school, and they learn well because of the well-organised curriculum. Teachers provide lessons and activities that help pupils develop their knowledge and skills across subjects. However, some pupils miss school too often, which widens gaps in their learning. Leaders are proactive and dedicated, working closely with families to address these challenges. Despite these efforts, some pupils remain persistently absent from school.

Children in the Reception class have a great start to their education. They attend regularly and are enthusiastic about learning. Teachers are highly skilled at fostering children's curiosity and positive behaviours. This helps them to learn new knowledge and skills quickly. Children in the Reception class develop their basic skills in reading, writing and mathematics confidently and swiftly.

Pupils across the school take great pride in their work and behave positively both during lessons and outside of the classroom. The school's personal development programme helps pupils become confident and resilient, positively shaping their character. Pupils participate in a wide range of extra-curricular activities, including trips and visits that enhance their learning experience. Pupils have opportunities to take on leadership roles and make significant positive contributions to the school community. These responsibilities include supporting younger children with their reading, serving as 'sports leaders', ambassadors and members of the 'pupil council Parliament'.

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## Next steps

- Leaders should continue to embed strategies to raise attendance and to reduce the number of pupils who are persistently absent from school.
  - Leaders should continue to embed the school's agreed teaching approaches so that they are consistent and support pupils to develop deep knowledge and skills across the curriculum.
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## About this inspection

The chair of the board of governors in this school is Helen Oakley.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, the head of inclusion, members of the governing body, staff, pupils and a representative from the local authority during the inspection.

Kew Riverside Primary School is a well below average-sized primary school. The school's stability has been well below average for the last 2 years. This means that pupils arrive and leave at times other than during the usual school admissions.

The school currently uses no alternative provision.

Headteacher: Ardeep Viridi

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**Lead inspector:**

Ray Lau, His Majesty's Inspector

**Team inspectors:**

Rajeshree Mehta, Ofsted Inspector

Emily Leonard, His Majesty's Inspector

**Facts and figures used on inspection**

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 8 July 2026

**School and pupil context****Total pupils**

**92**

Well below average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

**210**

Below average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

**41.30%**

Above average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

**Pupils with an education, health and care (EHC) plan**

**6.52%**

Well above average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

**Pupils with special educational needs (SEN) support**

**15.22%**

Close to average

**What does this mean?**

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

**Location deprivation**

**Below average**

**What does this mean?**

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced provision or SEND Unit (if applicable)**

**No resourced provision**

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 71%         | 61%              | Above                          |
| 2024/25 (final)       | 73%         | 62%              | Above                          |
| 2023/24 (final)       | 67%         | 61%              | Close to average               |
| 2022/23 (final)       | 75%         | 60%              | Above                          |

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 83%         | 74%              | Above                          |
| 2024/25 (final)       | 80%         | 75%              | Close to average               |
| 2023/24 (final)       | 80%         | 74%              | Close to average               |
| 2022/23 (final)       | 92%         | 73%              | Above                          |

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 76%         | 72%              | Close to average               |
| <b>2024/25 (final)</b>       | 80%         | 72%              | Above                          |
| <b>2023/24 (final)</b>       | 67%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 83%         | 71%              | Above                          |

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 76%         | 73%              | Close to average               |
| <b>2024/25 (final)</b>       | 73%         | 74%              | Close to average               |
| <b>2023/24 (final)</b>       | 73%         | 73%              | Close to average               |
| <b>2022/23 (final)</b>       | 83%         | 73%              | Above                          |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 55%         | 46%              | Above                          |
| <b>2024/25 (final)</b>       | 63%         | 47%              | Above                          |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 57%         | 46%              | Close to average               |
| 2022/23 (final) | S           | 44%              | S                              |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 70%         | 62%              | Above                          |
| 2024/25 (final)       | 63%         | 63%              | Close to average               |
| 2023/24 (final)       | 71%         | 62%              | Close to average               |
| 2022/23 (final)       | S           | 60%              | S                              |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 60%         | 59%              | Close to average               |
| 2024/25 (final)       | 63%         | 59%              | Close to average               |
| 2023/24 (final)       | 57%         | 58%              | Close to average               |
| 2022/23 (final)       | S           | 58%              | S                              |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 60%         | 60%              | Close to average               |
| <b>2024/25 (final)</b>       | 63%         | 61%              | Close to average               |
| <b>2023/24 (final)</b>       | 57%         | 59%              | Close to average               |
| <b>2022/23 (final)</b>       | S           | 59%              | S                              |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 55%         | 68%                              | -13 pp                  |
| <b>2024/25 (final)</b>       | 63%         | 69%                              | -7 pp                   |
| <b>2023/24 (final)</b>       | 57%         | 67%                              | -10 pp                  |
| <b>2022/23 (final)</b>       | S           | 66%                              | S                       |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 70%         | 80%                              | -10 pp                  |
| 2024/25 (final)       | 63%         | 81%                              | -18 pp                  |
| 2023/24 (final)       | 71%         | 80%                              | -8 pp                   |
| 2022/23 (final)       | S           | 78%                              | S                       |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 60%         | 78%                              | -18 pp                  |
| 2024/25 (final)       | 63%         | 78%                              | -16 pp                  |
| 2023/24 (final)       | 57%         | 78%                              | -20 pp                  |
| 2022/23 (final)       | S           | 77%                              | S                       |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 60%         | 80%                              | -20 pp                  |
| 2024/25 (final)       | 63%         | 81%                              | -18 pp                  |
| 2023/24 (final)       | 57%         | 79%                              | -22 pp                  |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | S           | 79%                              | S                       |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 7.4%        | 5.2%             | Above                          |
| 2023/24 (3 term) | 8.4%        | 5.5%             | Above                          |
| 2022/23 (3 term) | 10.6%       | 5.9%             | Above                          |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 30.4%       | 13.0%            | Above                          |
| 2023/24 (3 term) | 31.1%       | 14.6%            | Above                          |
| 2022/23 (3 term) | 33.3%       | 16.2%            | Above                          |

## Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

## **Strong standard** ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

## **Expected standard** ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

## **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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