

Inspection of an outstanding school: The Queen's Church of England Primary School

Cumberland Road, Kew, Richmond, Surrey TW9 3HJ

Inspection dates:

8 and 9 February 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

This is a welcoming, caring school where pupils are happy and kept safe. This is because staff care for pupils in a warm and positive manner. They model to pupils how to behave respectfully and with kindness. Promoting equality and celebrating diversity are threads that run through day-to-day school life.

Pupils do their best to follow the school's values of love, respect and compassion. They respect each other regardless of gender, race or faith. For example, they are proud to point out that boys and girls share playground spaces and join in with all activities, such as rugby, sensibly and considerately.

Leaders and staff have high expectations of pupils. Pupils work hard in lessons, and they are determined to complete the tasks assigned to them. Overall, pupils achieve well. However, in a few subjects, the curriculum is not supporting pupils to build secure and detailed knowledge.

Pupils are consistently encouraged to express their emotions and share any worries or concerns with trusted adults. Leaders have allocated a safe space, called the 'temple', where pupils can talk to any of the trained mental health first aiders in school. In rare instances when bullying occurs, adults deal with it promptly and effectively.

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

Leaders have designed a curriculum which prepares pupils well for the next stage in their education. They have thought about what knowledge pupils need to be successful in their future learning. In geography, for example, children in Reception are supported to

develop an early understanding of how maps work. They draw maps showing their favourite landmarks in their playground. They also use maps to show countries linked to their heritage. By the time pupils reach Year 6, they have acquired secure and broad knowledge in geography. For instance, they can confidently locate countries on maps and globes, and in atlases using latitude and longitude.

In most subjects, teachers deliver the curriculum as planned. They introduce subject matter clearly using effective strategies to support pupils' understanding. They draw on examples and provide ample time and practice for pupils to process and retain new learning. In mathematics, for example, teachers break learning down into small, manageable chunks. Pupils get to master every step before moving to a new one. Over time, they develop a deep understanding of the mathematical subject content taught. In a few subjects, however, teaching does not make sure that pupils acquire the essential foundations of knowledge needed to grasp new concepts that will be taught in the future. This affects how well pupils secure their understanding in these subjects in the long term.

Pupils behave well in lessons and disruptions are rare. Across subjects, pupils take part actively in discussions with classmates. They collaborate well with each other.

Pupils with special educational needs and/or disabilities are supported well with learning the curriculum. They benefit from adaptations, including additional resources and support from adults, to help them complete the tasks assigned to them. Staff also support pupils to grow in independence. For example, they encourage pupils to select for themselves the equipment and resources that they need to learn successfully. Leaders provide staff with timely and relevant guidance to ensure that they meet the needs of these pupils effectively.

Leaders prioritise the teaching of early reading. They have trained classroom staff to deliver the school's chosen programme. Pupils get to learn and practise their letter sounds daily. They read books which are carefully chosen to match the sounds that they already know. Teachers use assessment well to identify those who are falling behind the programme at the earliest opportunity. These pupils are supported well, and, typically, catch up in their reading quickly. However, in some instances, support from staff does not focus enough on helping pupils to blend sounds together fluently when they are reading.

Pupils show a genuine love of reading. They like to talk about the books that they are currently reading and about their favourite authors.

Pupils receive plenty of opportunities to engage in activities beyond the academic subjects. They take part in many sports competitions within and beyond the borough. Pupils from all year groups participate in music performances. They also get to join the school choir or orchestras. Pupils experience democracy first-hand as they elect their school council representatives. There is a wide range of after-school clubs on offer and take-up of these is high. Pupils are trusted by adults to assume positions of leadership. Some pupils are selected to be eco-monitors, play leaders or sports ambassadors.

Staff appreciate that leaders are approachable. They said that they feel supported to ensure that their workload remains manageable. Leaders have streamlined processes to support staff's work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know pupils and families well. They are quick to identify pupils who are potentially at risk of neglect, abuse or exploitation. They are clear about their responsibility to ensure pupils' safety at school.

Leaders act swiftly on reported concerns. They make appropriate referrals to external agencies. They work with safeguarding partners to secure the best outcomes for pupils at risk. Arrangements for checking the suitability of staff are rigorous.

Pupils are taught how to keep themselves safe at home, at school or online. For example, they learn strategies to deal with online abuse, cyber-bullying and stranger danger.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teaching does not ensure that pupils have acquired the essential knowledge that they need to understand new concepts later on. This means that some pupils struggle with these new ideas when they come to learn them. Leaders should ensure that teachers routinely check that pupils have secured the necessary component knowledge before moving them on to new learning.
- While the delivery of the phonics programme enables pupils to know sounds securely, sometimes pupils are not supported enough to blend sounds together to read words. This hampers the development of pupils' reading fluency. Leaders should ensure that these pupils' reading fluency is supported through carefully planned and frequent opportunities to practise blending the sounds that they already know.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in March 2017.

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	102921
Local authority	Richmond upon Thames
Inspection number	10255421
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	The governing body
Chair of governing body	Inga Hall
Headteacher	Jenny Stroud-Turp
Website	www.queens.richmond.sch.uk
Dates of previous inspection	29 and 30 March 2017, under section 5 of the Education Act 2005

Information about this school

- School leaders do not use any alternative provision.
- The school is a Church of England school within the Diocese of Southwark. It was last inspected under section 48 of the Education Act 2005 in September 2016.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector also met with members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work. Other subjects were considered as part of this inspection.

- In inspecting safeguarding, the inspector carried out a scrutiny of the school's single central record of pre-employment checks as well as other records. The inspector considered the views of pupils, parents, carers and staff through discussions and their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

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