

Inspection of a school judged good for overall effectiveness before September 2024: Riverbridge Primary School

Park Avenue, Staines, Surrey TW18 2EF

Inspection dates:

3 and 4 December 2024

Outcome

Riverbridge Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Paul Grimwood. This school is part of the Lumen Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mary Ellen McCarthy, and is overseen by a board of trustees chaired by Jo Roberts.

What is it like to attend this school?

Pupils work hard to reach the school's high expectations for their behaviour and learning. Pupils embody the school's vision of 'being our best', embracing values such as ambition, compassion and inclusion. Children settle confidently into the Nursery and Reception classes. They quickly adopt the consistently applied routines. Pupils are secure and happy, developing positive attitudes to learning.

Family learning sessions are highly effective, providing parents and carers with the opportunities to help their children learn. One parent commented, reflecting the views of many: 'A fantastic opportunity to help my child.'

Staff build very positive relationships with pupils. Pupils trust the adults who look after them. They treat one another with respect. Pupils learn about tolerance and the importance of acceptance. They appreciate the rich diversity that their friends from different backgrounds bring. One pupil reflected the views of others when she said: 'In school, there are lots of different religions, but we are taught to look at what is the same, not what is different.'

Pupils behave well. They have positive attitudes and enjoy learning. This is reflected in pupils' improving attendance. Teachers address the rare incidents of poor behaviour effectively. Pupils are proud to be part of the Riverbridge community. They act as

ambassadors for the school, welcoming visitors and talking confidently about their learning.

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

The school's ambitious curriculum focuses on developing a love of learning. The school is effective in making sure that, with the right help, all pupils can achieve well. The school gives pupils who require it high levels of emotional support to enable them to learn effectively. As a result, pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), achieve well. Pupils' attendance is a high priority for the school. This focus has been effective, reflected by the improvements that are being made.

The school has made appropriate and timely updates to the curriculum by focusing on the content it wants pupils to learn. This has led to improved outcomes for pupils in English and mathematics. In other subjects, where the school has identified precisely what knowledge and skills pupils need to know, learning is effective. As a result, pupils' achievement is improving. This is not yet the case in all subjects and the school recognises there is more to be done.

The youngest children get off to a strong start in English and mathematics. The school makes sure pupils read as soon as possible. Skilled and well-trained teachers deliver phonics consistently well. Pupils who find reading more difficult are quickly identified and given extra help. As a result, pupils become fluent and confident readers. Teachers focus on developing vocabulary with the youngest children to aid their writing. They emphasise handwriting and forming letters accurately. This pays off in later years when pupils write fluently across the curriculum.

The school ensures there is a sharp focus on number and counting in the early years. Children can count backwards and forwards and recall number facts. Older pupils build on this solid foundation when undertaking calculations in mathematics.

Teachers use well-chosen activities to stimulate pupils' interests and capture their imaginations in the classroom. They have strong subject knowledge and routinely check pupils' understanding. Staff take swift action if pupils have any misconceptions. They have high expectations of pupils, providing effective support. As a result, pupils enjoy their learning and try their best. Teachers provide pupils with opportunities to discuss and explain their work. Pupils' confidence and use of subject-specific vocabulary are improving as a result. Pupils, with SEND are identified quickly. They are then given the help they need to succeed in their learning.

Pupils' personal development is a key focus in the school. Pupils think deeply about their relationships with one another. The school promotes acceptance of others, tolerance of people's views and the celebration of difference. Pupils have a well-developed understanding of how to stay healthy and stay safe. They have a very good understanding of how to say safe when using social media platforms. There are many opportunities for pupils to take responsibility and contribute to the school. They are

particularly proud of the positions they undertake when acting as role models for younger pupils, such as sports leaders or school councillors.

The school is well supported by the governors and the trust. The trust's support for pastoral issues has had a significant impact and is part of the reason why parents feel so positive about the school. Staff say that leaders at all levels listen to their views and consider the impact any changes have on their well-being. They are regularly consulted and feel supported. This is building a strong team with a shared purpose.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects in the wider curriculum, the essential knowledge and skills which pupils need to know have not been specifically identified. As a result, some pupils have gaps in their knowledge and do not retain important subject knowledge. The school should clearly define the precise knowledge and skills pupils need to know and the order in which they should be taught, so that pupils can achieve more in these subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 good for overall effectiveness in June 2019.

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

Unique reference number	143371
Local authority	Surrey
Inspection number	10341820
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	690
Appropriate authority	Board of trustees
Chair of trust	Jo Roberts
CEO of the trust	Mary Ellen McCarthy
Headteacher	Paul Grimwood
Website	www.riverbridgeprimary.co.uk
Dates of previous inspection	18 and 19 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school has a Nursery as part of the school.
- The school runs its own before- and after-school provision on site.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with members of staff, the headteacher, the deputy headteacher and the special educational needs coordinator. They met local

governors, including the chair of the local governing body. They also met the trust CEO and a group of trustees, including the chair of the trust.

- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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.
- The inspectors considered the views of parents submitted via Ofsted Parent View, including the free-text comments. They also reviewed the responses to Ofsted's surveys for school staff and pupils. There were no responses to the pupil survey.

Inspection team

Bill James, lead inspector

Ofsted Inspector

Tash Hurtado

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024