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18 May 2011

Mrs R Dymond
Headteacher
Riverview Junior School
Cimba Wood
Gravesend
Kent
DA12 4SD

Dear Mrs Dymond

Notice to improve: monitoring inspection of Riverview Junior School

Thank you for the help which you and your staff gave when I inspected your school on 17 May 2011 and for the information which you provided during the inspection. Please extend my thanks to the pupils, staff and to the chair and the member of the governing body who made time to meet me during the day.

As a result of the inspection on 12 and 13 January 2011, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

School leaders have ensured that procedures for safeguarding pupils comply fully with current government requirements by ensuring compliance in the staff recruitment process. Systems have been carefully reviewed and records have the appropriate amount of detail and are regularly updated.

At the time of the previous inspection, attainment was above average and achievement was judged to be good; pupils continue to do well academically. The progress of pupils with special educational needs and/or disabilities follows a similar pattern to that seen in the rest of the school, and is good overall. Senior leaders are continuing to ensure that pupils develop good literacy and numeracy skills by using talk to enhance learning. For example, drama is used to develop pupils' communication skills so that they can articulate and share their ideas clearly. Teachers plan for a good balance of whole-class and group work and use information and communication technology effectively to support presentation and practice. Planning for pupils with special educational needs and/or disabilities is

detailed and identifies outcomes for different groups of learners. Additionally, it demonstrates teachers have high expectation. Pupils make good progress because teachers have secure subject knowledge and they use it to good effect to challenge pupils with probing questions. Teaching assistants are used extremely well. For example, in a Year 6 English lesson the teaching assistants had a key role to play in the pupils' learning; they were well briefed and responded to the pupils' input positively. Praise and affirmation were used well to encourage the pupils to participate. In another mathematics lesson, pupils worked in groups with very effective teaching assistants who encouraged them to think of strategies to identify and use patterns, relationships and properties of numbers. The teacher's carefully designed activity enabled pupils to demonstrate their good reasoning and thinking skills, while acquiring new knowledge. Effective modelling by both teachers and the teaching assistants helped the pupils to build on previous skills learnt.

Relationships are a strength of the school and staff and pupils at all levels contribute to the vibrancy of the provision available. Pupils with special educational needs and/or disabilities, in particular, engage enthusiastically with their learning. They work well collaboratively and behave well when working independently. They talk easily and happily about what they are learning. The school provides a broad, rich, stimulating and well-integrated curriculum which interests and motivates pupils, and links subjects coherently. There is a strong and highly effective emphasis on learning through creative and practical work and on activities that promote pupils' personal development, particularly independence, initiative and cooperation.

The headteacher is ably supported by a team of teachers and teaching assistants who are very well informed and committed to raising pupils' achievement still further. Staff are reflective practitioners who consult parents and pupils, and act on their views where appropriate. The value placed on all members of staff has created excellent teamwork and real commitment to the school. Senior leaders have further refined the system in place for tracking pupils' progress. They give a clear picture of individual pupils' attainment and progress in relation to national expectations, are an important tool for identifying those pupils who need additional support, and are used effectively to set challenging targets for all pupils.

The governing body continues to provide a good level of support and challenge. They place the school's pupils at the heart of their work. Through regular visits to the school, members of the governing body focus on specific areas of the curriculum and ensure there is a critical friend approach within the school. Resources, accommodation and staffing are used extremely well to the benefit of all pupils. The systems for self-evaluation give the senior leaders and the governing body constantly updated and accurate information about the school's strengths and weaknesses. This information is used effectively for planning for the future, and for ensuring that staff development activities are relevant to the school's priorities. The senior management team is aware of what is required to develop the school still further, and has well-formulated plans to ensure that improvements are consolidated

and continued. The local authority has provided good support for the school, particularly in supporting the key areas for development.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Kekshan Salaria

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2011

- Urgently ensure that statutory requirements for safeguarding are fully met by:
 - making sure that the school has carried out suitable vetting checks for all staff and recorded these on the required summary sheet known as 'the single central register'.
- Build on the work already started to improve the outcomes for pupils with special educational needs and/or disabilities by:
 - ensuring that the targets set for pupils are consistently challenging
 - providing more opportunities for these pupils to benefit from outstanding teaching
 - tracking the progress of this group consistently well.