

# Riverview Junior School

## Inspection report

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<b>Unique Reference Number</b>	118444
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358350
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Wendy Simmons

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	William Lambert
<b>Headteacher</b>	Rosemary Diamond
<b>Date of previous school inspection</b>	22 May 2008
<b>School address</b>	Cimbawood Gravesend Kent DA12 4SD
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<b>Email address</b>	headteacher@riverview-junior.kent.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. Inspectors looked at a wide range of evidence, which included seeing 24 teachers teach as part of the 25 lessons/part lessons observed. Inspectors looked at examples of pupils' work. They discussed pupils' progress with senior leaders, and scrutinised assessment information about different groups of pupils. Further meetings were held with pupils, staff and eight members of the governing body. Inspectors evaluated a range of documentation including the school's improvement planning, evidence about lesson observations, and school policies. Procedures and policies to protect and safeguard pupils were scrutinised. In total, 319 parents' and carers' questionnaires were analysed along with questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well leaders ensure that all groups of learners achieve equally well and how assessment procedures aid this ♦
- the provision and outcomes for pupils with special educational needs and/or disabilities and whether the gap between girls' and boys' attainment and achievement is closing
- the effectiveness of leaders in improving teaching and learning, especially through their monitoring, so that pupils do as well as possible
- how well the curriculum is helping pupils from all groups to achieve academically and in their wider personal development
- the effectiveness of safeguarding procedures.

## Information about the school

Riverview is a larger-than-average junior school. Most pupils come from White British families. A slightly lower percentage of pupils, than is seen nationally, are from minority ethnic groups; these include pupils from Asian, Black African and mixed heritage backgrounds. Fewer than average speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is average.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****4****The school's capacity for sustained improvement****2**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to meeting statutory requirements for safeguarding. Because of this, the overall care of pupils and governance are judged to be inadequate.

Safeguarding is inadequate because the school has not completed all of the required checks on staff as rigorously as they should. Leaders fully appreciate that the monitoring of administrative procedures for safeguarding has not been rigorous enough. Work has already started to improve safeguarding. The governing body is keen to develop its knowledge of safeguarding, and it has made a firm start following a recent audit of needs.

Were it not for the safeguarding weakness noted, this would be a good school with a number of outstanding features. Pupils do well academically, as their attainment is higher than average. They make good progress because teaching and learning are good, with an increasing proportion of outstanding lessons. The interesting and varied curriculum makes a major contribution to pupils' enjoyment of school and their all-round education. There are good relationships between staff and pupils. Pupils commented that this is 'a happy, jolly place where adults have a joke with us'.

Leaders at all levels evaluate the quality of teaching, learning and the personal development of pupils well. The combination of this good self-evaluation, clear vision, high expectations and drive to improve are key reasons why the school has improved the outcomes for pupils so well. Pupils' achievement and attainment, as well as the quality of teaching, learning and assessment have improved from satisfactory to good. In addition, pupils contribute outstandingly well to the community. Pupils' spiritual, moral, social and cultural development and awareness of how to lead healthy lifestyles are outstanding. These improvements reflect further enrichment in the curriculum and the good links with the community. The school is correctly focused on improving provision for pupils with special educational needs and/or disabilities; a good start has been made to ensure that this group makes better than satisfactory progress in the future. The proportion of outstanding teaching has increased well this year, although pupils with special educational needs and/or disabilities do not always benefit from this to the same level as other groups. Taking the whole picture into account, the school has a good capacity to improve.

## What does the school need to do to improve further?

- Urgently ensure that statutory requirements for safeguarding are fully met by:

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- 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.

**Outcomes for individuals and groups of pupils****2**

The lessons and assessments seen fully support the conclusion that pupils are making good overall progress. Overall, attainment moves from being securely average on entry to being higher than average in English, mathematics and science by the end of Year 6. The many pupils of higher ability make good, and sometimes outstanding, progress. For example, in an outstanding literacy lesson pupils were engrossed as they researched, discussed and wrote their ideas for a broadcast based on the recent flooding in Australia. Pupils from minority ethnic groups and those who speak English as an additional language achieve well, as staff have high expectations for these pupils.

Since the last inspection, the progress of pupils with special educational needs and/or disabilities has improved but remains satisfactory overall. This is because the targets given to some groups of pupils are challenging and enable them to flourish outstandingly well. However, for others, targets are not demanding enough. A few parents commented that they want their children to do better. Pupils who receive highly focused additional support do the best, and their achievement is often impressive. However, learning is too variable for the group that does not have as much help. This is in contrast to the learning seen in higher- and middle-ability groups. In an outstanding lesson, pupils in this ability range were helped to evaluate weather statistics carefully and independently using interesting audiovisual footage. They made excellent progress in understanding the mean, medium, mode and range of the data collected.

Inspectors were impressed by the pupils' ability to reflect during assemblies, their high quality work in music and their awareness of artists and literature. Pupils are inquisitive as well as insightful. They develop empathy and think deeply about the world. Pupils become very good citizens who do a great deal of ecological work, raise funds for others and take part in many local music performances. Pupils have planted their own water garden, which is powered by solar energy. They enjoy tending the wildlife garden, allotment and orchard. They know much about healthy eating and cooking and are very active in an extremely wide range of sports. All pupils have helped to produce a stunning piece of tapestry which depicts the River Thames and will be displayed at the 2012 Olympics.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers have good knowledge of the subjects that they teach. Links between subjects are well developed and enriched by an excellent range of clubs, visits and extra activities. As one pupil explained, 'We have great fun at the clubs, it helps our social life.' For example, in Latin Club, pupils learn history in a fun way. Well-developed links between different subjects and information and communication technology (ICT) help pupils to learn in different ways. The school is working very successfully to develop outdoor learning.

Good teaching was evident throughout the school. In the main, teachers have very high expectations of what pupils can aspire to, although this is not always the case for some pupils with special educational needs and/or disabilities. This is a factor in why teaching is not outstanding overall. Teachers skilfully promote basic skills and use a range of different techniques to engage pupils. For example, in a good lesson pupils consolidated their understanding of multiplication and division thinking about National Lottery prizes. Staff place a high priority on promoting all pupils' speaking skills. Activities such as debating and drama aid this well, for instance in a lesson where pupils gained a deeper understanding of the story of 'The Wreck of the Zanzibar'. Assessment is good, as teachers almost always ask pupils probing questions and mark work constructively, although sometimes these features are stronger in English than in mathematics. Teaching

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assistants often give good support but sometimes miss the opportunity to help pupils to become even more independent in their learning.

Because of significant weaknesses in safeguarding procedures and checks, the overall care of pupils is inadequate. In other respects the quality of care, guidance and support given to pupils is good. Almost all pupils agree that they can go to staff with their worries. As one explained, 'We can share our thoughts and concerns with teachers.' Good links with outside agencies make a positive contribution to the care provided. Staff are kind and helpful and want the best for the pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

The headteacher gives a firm steer to the direction of the school and she is well supported by the deputy headteacher and the leadership team. Teamwork is well established. Leaders at all levels have clear vision and drive to improve. For example, they are currently working on improving provision for pupils with special educational needs and/or disabilities. They take an active and well-informed part in assessing pupils' performance. As a result of a well-developed partnership with other professionals, senior staff check the quality of teaching and learning well. Overall, monitoring of teaching has improved well since the last inspection, resulting in more good and outstanding lessons. Links with other agencies have led to such things as exciting design projects and the opening of the school bank.

Leaders promote equal opportunities well and actively tackle discrimination. A review of the way that pupils are organised for lessons has resulted in far more booster groups and opportunities for pupils to be taught individually. Some impressive work has been done to ensure that gifted and talented pupils do as well as possible. The uptake of clubs is very rigorously checked for equal participation. The gap between boys' and girls' attainment and achievement in mathematics is narrowing well.

The governing body is highly committed and motivated and rightly proud of the school. Many governors help with clubs and enrichment activities. They have a very clear understanding of the school's strengths and almost all of the weaknesses. Because the governing body is not meeting its statutory requirements for safeguarding, its work is judged inadequate. In all other respects governors give good, and sometimes outstanding, support to the school. Weaknesses in safeguarding arise from confusion about exactly what is expected and a lack of rigorous checking of the single central register. As a result of a recent audit, suitable action has been taken to train teachers and assistants and

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policies have been reviewed. Reporting of safeguarding issues to the governing body has improved.

Community cohesion is promoted well through a wide range of activities. For example, pupils are helped to understand local cultural diversity by taking a significant part in celebrations such as the Gravesham Sikh festival and by visiting Christian and Muslim places of worship. They know about the United Kingdom and have a well-developed understanding about the wider world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Two thirds of all parents and carers responded to the questionnaire, which is over double the average response rate. Parents and carers have considerable confidence in the work of the school. They note that their children enjoy school and do well academically and in their wider personal development because the school is well led with good teaching. They also feel that pupils behave well. All of these positive features reflect the inspectors' findings.

Almost all parents feel that their children are safe and well cared for and pupils who were interviewed support this view. A few parents and carers did, however, note concerns about site security. Inspectors looked at this and found this to be robust. Written comments from parents identified unevenness in how well the school handles any incidences of alleged bullying. Most think this is well managed but a few disagree; records indicate that this is managed suitably.

A few parents commented that the school does not take sufficient account of their concerns and suggestions; nor does it inform them well enough about their child's progress. Inspectors found that parents receive clear information about their individual

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children's progress overall. The headteacher confirmed that teachers are always willing to discuss progress outside the usual consultation meeting times. Some parents would like more feedback from the teachers who take their children in the different sets for literacy and numeracy, as these teachers are sometimes different to their child's class teacher. This was discussed with the headteacher, who is keen to improve the partnership with parents further. A few parents also commented that they would welcome more opportunities for the school to help them better to support their children's progress. Inspectors found evidence to show how the school works in a variety of supportive ways to do this.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Riverview Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 319 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	129	40	180	56	9	3	0	0
The school keeps my child safe	149	47	161	50	5	2	1	0
My school informs me about my child's progress	94	29	177	55	44	14	1	0
My child is making enough progress at this school	116	36	167	52	25	8	6	2
The teaching is good at this school	118	37	179	56	13	4	1	0
The school helps me to support my child's learning	89	28	178	56	46	14	0	0
The school helps my child to have a healthy lifestyle	117	37	186	58	12	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	101	32	185	58	16	5	0	0
The school meets my child's particular needs	93	29	187	59	28	9	2	1
The school deals effectively with unacceptable behaviour	85	27	205	64	15	5	2	1
The school takes account of my suggestions and concerns	52	16	198	62	43	13	6	2
The school is led and managed effectively	127	40	174	55	14	4	1	0
Overall, I am happy with my child's experience at this school	128	40	172	54	12	4	4	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 January 2011

Dear Pupils

**Inspection of Riverview Junior School, Gravesend, Kent DA12 4SD**

It was a pleasure to meet you when we inspected your school recently. Thank you for being so friendly and helpful. There are many things that your school does well and some things are very impressive, such as the fantastic things you do for the community. You work hard, behave well, and are exceptionally polite and smartly dressed. You show respect for others and have a well-developed awareness of different religions, cultures and some world events. Your art and music work are impressive and you do well in English, mathematics and science. Congratulations for working so hard to be healthy and fit. You told us that you like school and said that adults help you in many different ways. The teaching in your school is good, which helps you to learn well and get ready for secondary school. However, some of you who find learning difficult could do better. We agree with you that you have many interesting things to do in lessons, clubs and visits. We would like to congratulate you on making such a superb tapestry for the forthcoming Olympic Games; many visitors will enjoy seeing this as much as we did.

When we spoke to some of you and looked at your questionnaires, it was clear that almost all of you feel safe and well cared for at school. Many aspects of the care provided for you are good but we found that some things are not in place to ensure that you are as safe as possible. Because of this, the school has been given a 'notice to improve'. Were it not for this, we would agree fully with you and your headteacher that this is a good school. Your headteacher, other staff and governors are already busy working to sort things out, as they all want the best for you. We have asked the adults to work on the following important things.

- Make sure that the school can show that all of the adults who work in your school have the correct paperwork to allow them to work with children.
- Make sure those of you who sometimes have difficulties with learning have the best possible teaching and more appropriate targets. ♦

You can all help by continuing to work hard.

Yours sincerely

Wendy Simmons

Lead inspector

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