

Riverview Junior School

Inspection report

Unique Reference Number	118444
Local Authority	Kent
Inspection number	379620
Inspection dates	13–14 July 2011
Reporting inspector	Kekshan Salaria HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair	Cllr William Lambert
Headteacher	Rosemary Dymond
Date of previous school inspection	13 January 2011
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They visited 20 lessons observing 17 teachers. Inspectors held meetings with staff, pupils, parents and carers, officers from the local authority and members of the governing body. Inspectors observed the school's work and looked at a range of documentation, including the school's plans for improvement, assessment information, lesson plans, the school's monitoring information, governing body minutes, and school policies. Inspectors analysed 164 questionnaires returned by parents and carers, 18 by staff and 77 by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of pupils in mathematics and writing.
- The effectiveness of teaching in ensuring that it challenges all learners.
- The effectiveness of monitoring and evaluation procedures at all levels in enabling staff to maximise pupils' achievement.
- The effectiveness of safeguarding procedures.

Information about the school

Riverview Junior School is larger than the majority of primary schools. The proportion of pupils who are known to be eligible for free school meals is average. Most pupils come from White British families. A slightly lower percentage of pupils than is seen nationally are from minority ethnic backgrounds; these include pupils from Asian, Black African and mixed heritage backgrounds. A below average proportion speak English as an additional language. The proportion of pupils identified as having special educational needs and/or disabilities, predominantly linked to difficulties in communication, behavioural, emotional or social needs, is above the national average.

At the previous inspection in January 2011, the school was issued with a notice to improve because significant improvements were required in meeting statutory requirements in relation to safeguarding. The school received a monitoring visit by one of Her Majesty's Inspectors in May 2011.

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?**2****The school's capacity for sustained improvement****2**

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement. Riverview Junior is a good school. It has a number of outstanding features. It is a caring and supportive school where pupils feel safe and achieve well. Parents speak highly of the positive ethos that the headteacher and staff have created at the school. They feel they are welcome at the school and greatly value the efforts that staff make in order to ensure their children achieve and enjoy school. The reasons for the school's success stem from consistently strong teaching, a good range of curricular opportunities and a senior leadership team that knows the school well and addresses problems before they become issues. Self-evaluation is broadly accurate and there is a good capacity for this to continue.

From a broadly average starting point, pupils make good progress because they are well taught and given good support to enhance their learning. As a result, they enjoy lessons, participate with enthusiasm and by the end of Year 6 achieve well. The majority of pupils with special educational needs and/or disabilities meet their individual targets and some reach the attainment expected for their age, although learning is too variable for the group that does not receive as much support.

The drive for continuous improvement has resulted in much good and at times outstanding teaching. Lessons ensure a strong focus on key vocabulary, with teachers clearly explaining terminology and providing visual props and prompts. Most lessons provide a variety of tasks so pupils remain attentive and involved in their work. Teachers are increasingly effective in using assessment information to monitor pupils' progress. Termly review meetings of pupils' progress help to identify speedily those at risk of falling behind and to deploy effective support. Learning support assistants are well trained and work in strong partnership with teachers. Pupils receive good guidance from teachers on how to improve their work.

Pupils' personal development and well-being are real strengths. Pupils' behaviour is outstanding. They feel safe at school, have an excellent understanding of the importance of leading a healthy lifestyle, and their good literacy and numeracy skills are preparing them well for the next stage in their education. The school's ethos and atmosphere help to provide pupils with a well-developed sense of right and wrong and help them to be reflective and thoughtful in their actions.

The school has identified key priorities for action in its school improvement plan informed by good systems to check the work of the school. There is a shared vision and willingness to work hard to make further improvements. However, while the main improvement actions are identified accurately, it is not always clear how the impact of the actions taken will be measured, particularly in terms of pupils' outcomes.

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What does the school need to do to improve further?

- Continue to improve the outcomes for pupils with special educational needs and/or disabilities by making effective use of assessment to plan consistently challenging work.
- Enhance the monitoring and evaluation of the school by:
 - revising the school improvement plan so that the success criteria are included that are related directly to improvements in pupils' outcomes.

Outcomes for individuals and groups of pupils

2

Pupils' attainment is good. Pupils make increasingly good progress as they move through the school and achieve well. This is because their progress is very carefully monitored and they are increasingly involved in their learning. Older pupils discuss their work and progress with teachers and are given clear guidance on what they need to learn next. In the lessons observed pupils worked with diligence, purpose and full engagement. For example, in one lesson pupils in Year 3 worked in groups with excellent teaching assistants to think of ways of improving a short film they had made in the previous lesson. The teacher's carefully designed activities enabled pupils to demonstrate their collaborative and thinking skills, while acquiring new knowledge. There is a good learning atmosphere in all classes. Pupils enjoy discussions, respond to questions confidently and work with enthusiasm alone or in small groups. Teachers ensure that work is matched to the differing needs of pupils in their lessons. However, some lessons do not always challenge pupils who may find learning difficult in particular. There is a strong emphasis on drama and role play in lessons, which further develops pupils' speaking and listening skills.

Pupils are justly proud of their school and they make an excellent contribution to the school and local community in their roles as councillors and through choir performances for elderly residents. Their understanding of the importance of working together for the greater good is demonstrated by their active involvement in school assemblies and community projects organised by the school. Pupils behave exceptionally well. They have extremely positive attitudes and develop mature social skills and an excellent understanding of cultural diversity and the artistic and musical traditions from across the world. They enjoy school and attendance levels are above average. They say that they feel safe and they have a clear understanding of the dangers of unrestricted internet access. Pupils' good basic skills and their ability to work cooperatively mean that they are well prepared for moving on to secondary school and for the future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ 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 subject knowledge and plan interesting, imaginative tasks using a wide range of resources which enable the majority of pupils to engage in active learning. Teachers usually ensure that pupils explain their reasoning and this effectively challenges pupils to think clearly for themselves and prepares them to demonstrate initiative and confidence when they start to work on their independent tasks. This technique, together with careful monitoring to ensure that quieter pupils are encouraged to contribute their ideas, promotes the development of pupils' speaking and listening skills well. Older pupils are aware of their learning targets and this helps them to understand what steps they need to take next. Teachers mark pupils' work well and provide clear guidance on how pupils can improve their work. Sometimes, learning objectives and success criteria are less clearly defined for pupils and so the pace of learning slows.

The curriculum is balanced and flexible in responding to pupils' needs. Pupils learn well because they are presented with a range of different experiences. All groups of pupils participate keenly in the extensive range of clubs. A range of visitors and visits enriches pupils' understanding of the wider world and helps bring learning to life. Teachers use information and communication technology very effectively to support learning and this contributes to pupils' progress across the curriculum.

The strong relationships between adults and pupils found throughout the school underpin the very high quality of care. Care, guidance and support are the core of the school's work

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and the welfare and safety of pupils is demonstrated in the considerate way that staff talk to and about the pupils in their care. Staff work very effectively to create a family atmosphere where each individual is valued. Links with a wide range of external agencies support the school's work well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are good. The senior leadership team is effective and has gained the confidence and respect of the staff, parents, governors and pupils. The school has a clear sense of direction and all staff are focused on raising attainment further. Teachers with responsibility for subjects and aspects are encouraged to put forward their own ideas and are beginning to contribute more to leadership and management. The work of the assessment leader is highly effective. He has undertaken a thorough analysis of the achievement of all pupils and as a result school leaders have put into place effective early intervention programmes targeted at identified underperforming pupils. The impact of this work has had positive impact on the achievement of higher attaining pupils in mathematics this academic year.

The work of the governing body is well established and its members fulfil their duties well and have a clear understanding of the school's strengths and areas for development. They demonstrate a clear commitment to raising attainment and a willingness to take part in training which will further enhance their role. They are not complacent about the school's well-deserved reputation in the community and work hard to support it. The school is a cohesive community and there are strong links with the local community, including local schools and the church. School leaders ensure that pupils are able to learn about other cultures and beliefs through the curriculum. Partnerships with a variety of external agencies support the care of pupils whose circumstances make them potentially vulnerable and exciting projects such as the school bank. Good, secure safeguarding procedures and practices are in place. Checks on new staff are carried out correctly and recorded well and staff are confident and well trained to ensure pupils' safety. The promotion of equality and improving the life chances of pupils is at the heart of the school's work. School leaders have a wealth of data about different groups of pupils and use this to identify any variations in performance. Additionally, good use is made of intervention sessions, which support and enable the most vulnerable pupils to make good progress from their starting points.

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These are the grades for leadership and management

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

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire expressed positive views about the school and are satisfied with the education provided for their children. A small proportion of parents and carers believe that their children are not making enough progress and that the school does not help them to support their child's learning. A small proportion also believed that the school does not take account of their suggestions and concerns. The inspection team investigated this and found evidence to indicate that the majority of pupils are making good progress and that links with parents and carers are good.

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 164 completed questionnaires by the end of the on-site inspection. In total, there are 459 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	48	82	50	2	1	1	1
The school keeps my child safe	73	45	86	52	3	2	2	1
My school informs me about my child's progress	48	29	96	59	17	10	1	1
My child is making enough progress at this school	64	39	85	52	13	8	1	1
The teaching is good at this school	61	37	98	60	2	1	0	0
The school helps me to support my child's learning	48	29	88	54	24	15	1	1
The school helps my child to have a healthy lifestyle	70	43	91	55	3	2	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)	75	46	82	50	4	2	0	0
The school meets my child's particular needs	60	37	86	52	12	7	0	0
The school deals effectively with unacceptable behaviour	54	33	91	55	11	7	3	2
The school takes account of my suggestions and concerns	33	20	91	55	26	16	3	2
The school is led and managed effectively	64	39	90	55	6	4	1	1
Overall, I am happy with my child's experience at this school	86	52	70	43	4	2	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



15 July 2011

Dear Children

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

Thank you very much for welcoming the inspection team to your school. We really enjoyed our visit, particularly the chance to have lunch with you and talk to so many of you during the two days. I am writing this letter to tell you what we found out about your school.

These are the things we liked about your school.

- We think you are getting on well in your learning. You particularly enjoy the range of clubs and other activities on offer. You clearly enjoy coming to school because your attendance is good. We found that you have an excellent understanding of how to keep healthy. We noticed that many of you eat healthily and take part in regular physical exercise.
- You feel safe at school and know that if you have a problem there is always an adult to talk to. Your behaviour is excellent and you make visitors to your school feel very welcome.
- The headteacher, governors and other staff work effectively together to make your school successful. They are working hard to make it an even better place to learn.

We have asked your school to work on a few things to improve even more.

- Make sure that teachers plan even more challenging lessons.
- Ensure that the school plan for improvement is easier to check so that everyone knows if the school is doing as well as it could be.

We hope you all keep on trying hard and enjoying all of the interesting activities which help you learn and play.

Yours sincerely

Kekshan Salaria

Her Majesty's Inspector

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