

# Riverview Infant School

Cimba Wood, Gravesend, Kent, DA12 4SD

**Inspection dates** 18–19 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children learn quickly in the Reception Year and do especially well in learning about the sounds letters make and how to work independently. Pupils' achievement is also good in Years 1 and 2, especially in reading and mathematics.
- Across the school, teachers ask good questions that encourage the pupils to think carefully. They provide enjoyable activities that are interesting, purposeful and right for the pupils' differing needs.
- The school supports pupils' personal development well so that pupils are helped to become polite and considerate.
- Pupils behave well and feel safe at this friendly school. They are keen to help each other and are very good at taking responsibility.
- Leaders manage the school well, provide good support for improving teaching and know what to do to make the school outstanding in the future. They are strongly committed to doing the best for all pupils.
- Governors have a clear understanding about how well the school is doing and are involved in developing all aspects of the school's work.
- Parents and carers are very positive about the school and are keen to recommend it to others.

### It is not yet an outstanding school because

- Pupils do less well in writing than in other subjects because they are not given enough interesting writing activities, particularly in the outdoor area in the Reception Year. In Years 1 and 2, they are not always expected to do their best writing or are given enough advice on how to do better next time.
- Leaders are not making best use of the information they have collected on how well pupils are doing so that they can see straight away if a group of pupils are doing less well than others, and then putting it right immediately when they are not.

## Information about this inspection

- The inspection team observed 25 lessons, with four being observed jointly with the headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and representatives from the local authority.
- The inspectors took into account 67 responses to the online questionnaire (Parent View) and held informal discussions with a sample of parents.
- The inspectors considered the views expressed in 42 staff questionnaires.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding documents.

## Inspection team

Alison Cartlidge, Lead inspector	Additional Inspector
Raymond Prentice	Additional Inspector
Barbara Saltmarsh	Additional Inspector

## Full report

### Information about this school

- The school is a larger than average-sized infant school.
- About one in six pupils have special educational needs and are supported through school action. This proportion is much higher than the national average. A further one in twenty pupils are supported at school action plus or with a statement of special educational needs, which is below average.
- Approximately a tenth of the pupils are eligible for the pupil premium (additional money provided by the government for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families). This is below the national average. The school has no pupils from service families.

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

- Raise attainment and increase progress in writing, especially for the more able pupils, by:
  - making writing activities in the outdoor area for Reception children more engaging, particularly for the boys
  - consistently expecting pupils across the school to produce their best work
  - showing more clearly in teachers' marking what pupils are to learn next so that their writing improves more quickly.
- Ensure leaders at all levels develop their use of information on how well pupils are doing, by:
  - making sure it is easy to compare information on how well groups of pupils are doing in relation to others in the school
  - checking up more frequently on pupils' progress so that effective action can be taken straight away when dips in progress occur.

## Inspection judgements

### The achievement of pupils is good

- Attainment on entry to the Reception classes varies and was lower than is usual for the school when the current Year 2 and previous Year 2 started school. Attainment on entry in the current Reception Year is higher again and most children were working within the levels expected for their age when they started school in September 2012.
- Reception children make good progress and do especially well in learning about letters and the sounds they make. For example, they are happy to discuss the different sounds made by 'oo' and to spell simple words. They gain concentration and independence quickly. For example, children use the digital camera by themselves to take pictures of their work and spend a good length of time developing their own ideas. The school is aware that boys do less well than girls in writing and are planning more boy-friendly topics.
- Attainment by the end of Year 2 is broadly average, and while this is lower than at the time of the last inspection, it represents good progress from the pupils' starting points. Attainment is rising again lower in the school, and is above average in phonics by Year 1 (learning about the sounds letters make). Attainment in writing lags behind that in reading and mathematics, especially for the more able pupils, because they do not consistently complete work at the level of which they are capable.
- Disabled pupils and those who have special educational needs make good progress because teachers understand what additional help they need and tailor work and support accordingly.
- Pupils in receipt of the pupil premium funding remain about a term behind other pupils at the school in reading, writing and mathematics. The school is starting to close the attainment gap because these pupils make better progress than others at the school and their attainment is already higher than that of similar pupils nationally.

### The quality of teaching is good

- Probing questioning and interesting activities engage the pupils' interest and underpin good teaching across the school. For example, in a Year 2 literacy lesson, pupils enjoyed the role play about 'people who help us' and in Year 1 mathematics, pupils were keen to help 'splat' the numerals they could read correctly on the computer.
- Teachers regularly check up on how well pupils are doing during lessons and use this information to help them provide work that is just right in most lessons. For example, in a Year 2 art lesson, examples of collage work in the style of Matisse were shared to provide good role models for others and in literacy pupils used checklists to make sure they were completing their work correctly.
- The school promotes equal opportunities well. Teaching assistants are well trained and make a valuable contribution towards supporting groups of pupils, including those who are disabled or who have special educational needs.
- Resources are used well to help make learning interesting and meaningful. For example, Year 1 pupils enjoyed using the computers to support their descriptions of mini-beasts and in a Year 2 science lesson, a video clip about various materials and their uses was used well to start a new topic.
- Teachers develop good relationships with the pupils. They frequently add positive comments to the pupils' work and make sure that they know what they have learnt. As one pupil said, 'Teachers help us out'. Consequently, pupils are clear about what they have already learnt and make positive comments such as 'My writing has got smaller and neater' and 'I didn't write capital letters and now I do.' Teachers do not consistently show pupils what they need to learn next, so pupils are less clear about how they can improve their writing next time.
- Teachers do not always expect work of a high enough standard when pupils are writing independently, particularly the more able pupils. This means that writing does not always build

on what pupils already know and can do.

### **The behaviour and safety of pupils** are good

- Pupils are polite and behave maturely most of the time. They enjoy school and attend regularly. One pupil spoke for others by explaining that they liked school because 'Teachers are kind, caring and not boring.'
- Children in the Reception classes concentrate well and demonstrate their independence well. For example, they persevered when making 'pets' from a range of recycled materials.
- Pupils in all classes have good attitudes towards learning and listen carefully to their teachers most of the time.
- They are keen to improve the school and are proud that the school council helped to develop the playground. Pupils are efficient at tidying up at the ends of lessons and keen to help each other when working in pairs or small groups. In the playground, 'moving maths motivators' encourage other children to become involved in various number games.
- Pupils feel safe at school and they, and the overwhelming majority of parents who responded to the 'parent view' questionnaire, are positive about behaviour. Behaviour is nearly always good, but when pupils are coming into school after lunch, they are not always as orderly as they are at other times.
- Pupils know how to stay safe and to tell an adult if someone is unkind to them. They are confident that they are listened to and rare instances of unkind or bullying behaviour are dealt with to their satisfaction. As one pupil said, the staff 'help you make things better for yourself'. Pupils know how to stay safe, including from cyber bullying.
- Pupils show their respect and consideration for the needs of others. For example, one pupil asked another if he was all right when he seemed to be upset.
- The school promotes equal opportunities and prevents and tackles discrimination well. Consequently, pupils are interested in the lives of others and recall with interest what they have learnt about various cultures and lifestyles. They are keen to raise funds for their partner school in Bangalore.

### **The leadership and management** are good

- There are good systems in place for checking up on how well teachers are doing and for identifying and providing relevant training; consequently, teacher expertise is good and is developing further.
- Leaders understand strengths and weaknesses in provision and their self-evaluation is accurate. They make appropriate plans for developing the school. There is a wealth of information on how well individual pupils are learning, but information on how well groups of pupils are doing is not organised in a clear and concise way so that leaders can spot quickly when slight dips in progress occur so that they can be tackled straight away.
- The curriculum ensures that pupils make good progress in literacy and numeracy at the same time as providing a wide range of interesting activities. The curriculum does not promote writing as well as it could, and opportunities are sometimes missed to extend pupils' skills in this subject. For example, in the Reception Year outdoor area, activities for writing are not always sufficiently inviting to encourage the boys, in particular, to write often enough.
- Spiritual, moral, social and cultural development are promoted well, supporting pupils in the way they interact with each other and with adults. For example, in one whole-school assembly pupils shared their ideas on what makes a good friend, saying that he or she should be 'kind' and 'cheer you up when you are sad'.
- Safeguarding arrangements meet requirements. Teachers and other members of staff are checked to ensure they are suitable to work with children and are fully trained in how to help keep pupils safe at school.

- Parents are very positive about the school and governors are keen to involve them further in their children’s learning.
- The pupil premium funding is used well to provide additional early morning activities to help promote better punctuality and individual learning support, especially with literacy.
- The school receives light touch support from the local authority and this is appropriate for this good school.
- **The governance of the school:**
  - Governance is good because governors are proud of the school and knowledgeable about its strengths and remaining areas for development. Governors are clear about how well pupils are doing when compared with other schools, although they are not fully aware of the impact of some additional support provided for certain groups of pupils such as those in receipt of the pupil premium. They are fully aware of how teaching is checked and the systems in place for training teachers and rewarding good teaching. They ensure that weaknesses in teaching are tackled robustly. Governors receive relevant and up-to-date training to enable them to fulfil their roles.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118454
<b>Local authority</b>	Kent
<b>Inspection number</b>	412809

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	361
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robin Friday
<b>Headteacher</b>	Nicole Caulfield
<b>Date of previous school inspection</b>	21–22 March 2007
<b>Telephone number</b>	01474 566484
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