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Mrs Mercy Atkins  
Headteacher  
Riverview CofE Primary and Nursery School VA  
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Dear Mrs Atkins

### **Short inspection of Riverview CofE Primary and Nursery School VA**

Following my visit to the school on 25 September 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2014.

Based on the evidence gathered during this short inspection, I have identified some priorities for improvement which I advise the school to address. In light of these priorities, the school's next inspection will be a full section 5 inspection. **There is no change to the school's current overall effectiveness grade of good as a result of this inspection.**

Leaders' actions to address the areas for improvement from the previous inspection and to raise pupils' attainment across the school have not been wholly successful. The proportion of Year 6 pupils achieving the expected standard in reading, writing and mathematics combined was above the national average in 2017. However, the school's information about the end of key stage 2 outcomes in 2018 indicates a decline. Few pupils achieved the higher standards in reading, writing or mathematics. The school's assessment information also shows that the most able pupils, including the most able disadvantaged pupils, are not making consistent progress in their learning. Pupils' achievement in mathematics continues to trail behind their outcomes in reading and writing.

You, other leaders and governors are committed to improving outcomes for pupils at Riverview. You have carefully analysed the reasons for the apparent decline in key stage 2 outcomes in 2018 and have swiftly put in place appropriate actions to secure improvement. You have successfully appointed new leaders to take responsibility for the development of specific subject areas and to provide pastoral support for pupils. These new roles and responsibilities include a sharp focus on improving pupils' learning across the wider curriculum. You have put in place helpful training and support for these new leaders. However, it is too soon to see any

measurable impact on pupils' progress from this work or from your wider initiatives to improve the quality of teaching. Governors have a clear understanding of the school's strengths and the areas for improvement but their monitoring of the impact of leaders' actions is at an early stage of development.

Pupils behave well and are polite and courteous. They understand the school's behaviour policy. As a result, there has been a significant decrease in the number of behavioural incidents and there is improved behaviour across the school. However, leaders are not complacent, recognising the need to maintain teachers' high expectations for this progress to continue.

Relationships between adults and pupils are strong. Leaders are acutely alert to pupils' needs and staff show a high degree of sensitivity and care for pupils' well-being. Parents and carers appreciate this and say they like the school's 'family atmosphere' in which 'everyone knows each other'. The overwhelming majority of parents who responded to Ofsted's online questionnaire, Parent View, say their children are safe and happy at school. One parent, expressing a typical view, explained, 'The school provides good pastoral care and lives its values.'

Children get off to a good start in the early years and settle into school happily. Older pupils enjoy the responsibilities they are given, for example as well-being ambassadors. Pupils value and enjoy the wide range of additional opportunities the school provides, such as the recent Year 6 visit to France, local trips and sporting activities.

At the time of the last inspection, you were asked to work with parents to improve attendance. Your careful analysis of pupils' absence and your effective work with parents is leading to an improvement in attendance. This includes improved attendance for pupils who have special educational needs (SEN) and/or disabilities and for disadvantaged pupils.

### **Safeguarding is effective.**

The leadership team ensures that all safeguarding arrangements are fit for purpose. Leaders' checks on the suitability of adults are completed thoroughly before they start working with pupils. These records are meticulously maintained. Governors understand their responsibilities to keep pupils safe and carefully monitor all of the school's safeguarding procedures.

All pupils I spoke to said they feel safe in school and most pupils who completed the online questionnaire agree. Pupils say that it is rare for pupils to be unkind to each other. They feel confident that staff will help if they have any worries. Pupils understand the school's Christian values of love, respect, trust, forgiveness and hope. This was evident when one pupil said, 'Everyone here has a different way of doing things but that's fine. We respect each other.' Pupils can confidently describe how to keep themselves safe online because e-safety is an integral part of the school's curriculum.

Leaders are highly skilled at using other agencies to ensure the safety of pupils and they are alert to local risks which may affect pupils' well-being.

### **Inspection findings**

- At the start of this inspection, we agreed that we would focus on specific aspects of the school, including: the effectiveness of the teaching of reading and mathematics; provision for the most able; and leaders' actions to improve outcomes for disadvantaged pupils.
- The teaching of early reading is effective. In 2018, the proportion of pupils who met the expected standard for the Year 1 phonics screening check increased. Pupils are taught how to sound out letters and can apply this knowledge well to their reading of words and sentences. However, inconsistency in the quality of the teaching of reading as pupils progress through the school means that the comprehension, grammar and vocabulary skills of older pupils are less well developed.
- While some improvements have been made, the effectiveness of mathematics teaching remains variable. For example, pupils are now beginning to have opportunities to apply their reasoning skills to solve problems, but these opportunities are not yet well developed or consistently effective.
- Information about the progress of the most able pupils and work seen in their books, across a range of subjects, show that this group of pupils are not routinely challenged. Teachers' expectations for the most able are not high enough. You and your leaders recognise there is more work to do to ensure that these pupils make the progress they are capable of. Leaders have begun to take appropriate action.
- Pupil premium funding is used creatively to provide tailored support for disadvantaged pupils, particularly to enhance their well-being. Overall, leaders, including governors, do not yet monitor effectively the impact of the use of pupil premium funding to check that additional support is implemented consistently and successfully. You recognise that the progress of disadvantaged pupils, including the most able disadvantaged, needs closer scrutiny.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- teachers' expectations of pupils across the curriculum are consistently high, particularly for the most able pupils, including the most able disadvantaged
- the skills of middle leaders are further developed, and they have a positive impact on the quality of teaching across the curriculum
- the planning of provision for disadvantaged pupils and the evaluation of its effectiveness are sharper to make sure of successful outcomes.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Guildford, the regional schools commissioner and the director of

children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Frances Nation  
**Her Majesty's Inspector**

### **Information about the inspection**

I had meetings with you, senior leaders and with three governors, including the vice chair of the governing body. I also had a meeting with a representative from the local authority. Together, we visited classes in all year groups. I talked informally to pupils about their learning and scrutinised work in pupils' books. I also met with a small group of pupils to hear their views of the school and listened to them read.

I analysed a range of documentation, including the school's information about safeguarding, pupils' progress, leaders' use of the pupil premium, and governance. I also examined your evaluation of the school's effectiveness. I considered the 36 responses to Ofsted's online questionnaire, Parent View, including 15 free-text comments, and spoke to parents at the beginning of the school day. I considered the 26 responses to Ofsted's staff questionnaire and the 69 responses to the online survey for pupils.