

Riverview Primary School

Suffolk Road, Stapenhill, Burton-on-Trent, Staffordshire DE15 9HR

Inspection dates

13–14 February 2019

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- The headteacher, with the effective support of the deputy headteacher and the governing body, has worked methodically and with great determination to establish a culture of high expectations for pupils and staff. As a result, the school provides a good standard of education.
- Teachers and support staff uphold leaders' values and aspirations. Consequently, all pupils, including disadvantaged pupils and those with special educational needs (SEN) and/or disabilities, are making good progress.
- The vast majority of pupils enjoy coming to school. They make the most of the wide range of engaging activities that are part of the curriculum that leaders have designed to broaden pupils' horizons.
- Pupils' spiritual, moral, social and cultural development is well catered for by the curriculum and by the large number of extra-curricular activities the school offers.
- Pupils behave well in lessons and around the school. They feel safe at school. They show respect to staff and to each other.
- Children who attend the Nursery and Reception classes enjoy a high level of care and attention from the well-trained staff in the early years provision. As a result, children make good progress and are well prepared for Year 1.
- While the overall quality of teaching is good and has led to improved outcomes for pupils, there are still variations in the effectiveness of practice across the school.
- Middle leaders are efficient, but most of them are new to their roles. They have not yet planned opportunities to develop language and literacy through the subjects for which they are responsible.

Full report

What does the school need to do to improve further?

- Reduce the variations that still exist in the effectiveness of teaching and continue to improve outcomes for pupils by:
 - keeping a sustained focus on the professional development of staff so that the most effective practice that exists in the school is replicated across year groups
 - ensuring that the successful strategies that have been implemented to improve pupils' progress, especially in reading, are fully embedded.
- Further develop the leadership capacity by:
 - continuing to develop the role of middle leaders so that they have an impact on the effectiveness of the curriculum to support the development of pupils' literacy skills.

Inspection judgements

Effectiveness of leadership and management

Good

- Since they started at the school, shortly before the previous inspection, the headteacher and deputy headteacher have led a concerted effort by all staff to address the issues that were preventing pupils from making good progress. They showed a great deal of resilience, as the pace of improvement was slowed down by a number of staffing issues and difficulties to recruit new teachers.
- The school is now fully staffed with well-qualified teachers. Senior and middle leadership roles are clearly defined. This has led to more effective accountability for both leaders and staff.
- Teachers are clear about the responsibility they have to secure progress and good outcomes for their pupils. Overwhelmingly, staff approve of the leaders' focus on high expectations.
- In order to improve outcomes for pupils, leaders have developed systems to assess pupils' progress accurately. Leaders and teachers work with colleagues from other schools within a network of five local schools. This collaboration allows teachers to check that their assessment of pupils' progress across the curriculum is consistent with that of other schools. At meetings that take place at regular intervals throughout the year, teachers report on their pupils' progress to leaders. As a result, pupils who are at risk of underachieving are identified and supported.
- Although there are good plans for developing and improving teaching through training and guidance, leaders are not yet providing enough opportunities for teachers to learn from each other or from the best practice in other schools. There are still times when learning slows because improvements in teaching and provision, including the good strategies to improve reading, have not been fully embedded across the school.
- The headteacher's approach to designing the curriculum has been thoughtful and methodical. There is a clear emphasis on broadening pupils' knowledge by covering a wide range of subjects. These subjects are taught through themes, with a range of memorable learning activities designed to engage pupils' attention.
- The activities that enrich the curriculum are popular with pupils. For example, pupils take part in themed days, such as science day. There are presentations from external visitors on a range of topics, or trips and visits to places of interest such as local museums or the Houses of Parliament in London. All key stage 2 pupils have the opportunity to learn the violin. The school has a partnership with a school in Kenya which provides pupils with opportunities to exchange letters with their Kenyan peers and to develop better understanding of what daily life is like for people in an African country.
- Leaders' strategies to support disadvantaged pupils through the use of the pupil premium funding are effective. The school provides pupils with the material and pastoral support they need to keep up with their peers. The funding allows pupils to enjoy the full range of activities the school offers and to have access to guidance and support for homework when required. Leaders and governors closely monitor the impact the spending of the pupil premium funding has on the progress of disadvantaged pupils.

- Sport features highly in the school life. Leaders make sure that the primary physical education (PE) and sport premium is spent judiciously to develop pupils' physical activity and well-being. The funding supports an increased participation of pupils in a variety of sports at lunchtime and in after school clubs. It is used to allow the involvement of a number of teams in local inter-schools competitions. It also provides training for teachers to continue to improve the quality of teaching in PE.
- Pupils with SEN and/or disabilities are well supported by the school. The effective use of the funding provided for these pupils allows them to access the curriculum and to make progress in line with their peers. In addition to dedicated staff support, the school buys in specialist support from external agencies for pupils when required.
- Leaders make sure that pupils are well prepared for their future life as responsible citizens. They pay particular attention to pupils' spiritual, moral, social and cultural development. They also ensure that pupils understand the rule of law, democracy and the need to respect other people's beliefs so that they are not tempted to embrace extremist views.
- Middle leaders play an important part in the continuous development of the curriculum to ensure that standards keep on improving. However, most middle leaders are new to their post and they have not yet put in place fully developed systems to ensure that the curriculum fully supports the overall development of pupils' language and communication abilities.

Governance of the school

- The governing body undertook a major restructuring of roles and responsibilities following the review of governance that was recommended as a result of the previous inspection. Governance is now strong because governors took decisive actions to ensure that they perform their duty effectively. Following an audit of skills, new appointments were made and governors took responsibility for their own training. As a result, governors have the appropriate skills and knowledge to support leaders and to hold them to account for the school's performance.
- The work of the governing body is well organised, with committees and link governors to monitor closely all aspects of the school improvement agenda. Governors visit the school regularly to gain first hand evidence to inform their judgements. They monitor the financial management of the school, including the impact of the spending of the pupil premium funding. Their good grasp of pupils' progress data allows them to contribute effectively to the school's self-evaluation and to the improvement plans.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have a rigorous approach to safeguarding. They make sure that records and policies are up to date. They also ensure that staff receive regular training. Leaders and governors check that all members of staff are clear about their duty of care. Leaders work well with families and external agencies to ensure that appropriate support is provided to children who are at risk and they follow up issues to ensure swift and effective resolution of problems.

- Pupils are taught about risks and how to avoid them through the curriculum, especially in computing and personal, social, health and economic education, as well as in assemblies. Pupils say that they feel safe at school and that they know how to keep safe in their daily life, especially when they use the internet or social media.

Quality of teaching, learning and assessment

Good

- Teachers know their pupils well and relationships between teachers and pupils are positive. As a result, lesson time is used productively.
- There is clear evidence, in lessons and in books, that teachers make effective use of their subject knowledge to plan activities that are engaging and support the progress of pupils of all abilities.
- Pupils study a wide range of subjects through themes and have many opportunities to learn through practical activities. Opportunities to develop knowledge and skills in an active way include practical science experiments and 'forest school' outdoor learning. Pupils say that they enjoy the variety of learning activities they do throughout the week.
- Pupils are often encouraged to collaborate with each other in lessons. As a result, they work well together and show respect for each other's opinions.
- Leaders have set the development of reading as one of the main whole-school priorities. There is a strong emphasis on teachers ensuring that pupils read widely and often. Teachers check that pupils have read at home on at least four occasions every week. They make sure that what pupils have read is relevant to their age and of educational value. The 'reading bingo', a whole-school competition to encourage pupils to read set texts in order to win prizes, is very popular with pupils of all ages. Each classroom has a reading area. The school has a well-resourced library which is widely used. As a result, reading has a high profile in the school and an increasing number of pupils enjoy reading.
- Teachers assess pupils' progress against national standards on a regular basis. They ensure that their assessments are accurate at moderation meetings with colleagues from other schools in the local network. Teachers report on the progress of their pupils to leaders once a term.
- Teachers and teaching assistants work well together to ensure that pupils who experience difficulties with learning are well supported. They use the information gathered through assessments to target the help provided to pupils in class as well as with additional interventions.
- Leaders closely monitor the quality of teaching and provide well-targeted support to staff when required. However, inconsistencies in the effectiveness of teaching persist and leaders are still in the process of implementing a structured professional development programme to ensure greater consistency of practice.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils are confident in their dealings with others and they are proud of their school. They relate to the set of values the school promotes with the acronym 'R.I.C.H.E.R' (respect, independence, caring, helpful, equality, resilience). These values are reinforced in the displays around school and are promoted during the school's assemblies.
- Pupils are encouraged to contribute to the school life as members of the school council. For example, through the school council, pupils have a say on the activities provided in the many after-school clubs, such as the film club, board game club, or ICT club.
- Pupils feel safe at school because staff are actively promoting positive relationships. In lessons as well as during breaktime and lunchtime, pupils are encouraged to collaborate with each other and to help each other. Pupils have a clear understanding of what constitute bullying and why it should be tackled. They trust adults in the school to support them if they have problems.
- The vast majority of parents who responded to the Ofsted online questionnaire, Parent View, and those who talked to inspectors, agreed that children are safe and happy at the school.

Behaviour

- The behaviour of pupils is good.
- The vast majority of pupils behave well in lessons and around school. This is because they are clear about what is expected of them. The school's system of rewards and sanctions is well understood and pupils see it as fair. They respond positively to staff's instructions.
- The school provides a calm and orderly environment. During breaktime and lunchtime, pupils have access to a large number of games and activities. They play well together and staff who supervise the play areas rarely have to intervene.
- The school has effective policies in place to promote good attendance. Rewards for good attendance, a rigorous follow-up of persistent absences and support for families from the school's family support worker have resulted in a steady improvement of attendance over the last two years. The current school records show that attendance is above the national average.

Outcomes for pupils

Good

- Historically, outcomes for pupils have been an issue. Attainment and progress at key stage 2 in reading have been well below national averages for three consecutive years. Outcomes in writing and in mathematics were more in line with national averages, but equally slow to improve.
- Leaders clearly identified the issues that needed addressing, especially in reading. They knew that a stronger focus on improving pupils' vocabulary and their ability to infer meaning would improve outcomes. However, it is only this year, since the staffing situation has been stabilised, that significant improvements have been taking place. The improved effectiveness of teaching is having a positive impact on outcomes for

pupils across key stages in all subjects, including reading.

- The school's current assessment information shows that progress is good and attainment is improving substantially compared with previous years, especially in Years 5 and 6. The attainment of current Year 6 pupils in reading, writing and mathematics is well above what it was at the same time last year for the previous cohort. Work in pupils' books provides further evidence of this marked improvement and reflects the impact that effective teaching is having on the progress of pupils.
- From their starting points, pupils at key stages 1 and 2 are making good progress across the curriculum. Disadvantaged pupils are making increasingly good progress and differences with the progress of other pupils are reducing. Pupils with SEN and/or disabilities are making progress which is broadly in line with that of their peers.
- There is a marked increase in the number of pupils working at greater depth in reading, writing and mathematics, in both key stages 1 and 2, due to a sharper focus on developing the skills of the most able pupils in lessons.

Early years provision

Good

- The early years provision is good because leaders have an accurate knowledge of its strengths and of what needs to be done for children to continue to make good progress.
- A majority of children who join the Nursery and Reception classes have language and communication skills which are below what would be typical for their age. Early years staff conduct rigorous assessments of children's abilities and skills when they join the school. They identify the children's learning needs accurately. This helps staff plan good activities so that most children make good progress and reach a good level of development by the end of the early years.
- Teaching is effective. Children are well supported to develop their early literacy and numeracy skills. The curriculum is broad and provides a wide range of opportunities for children to develop their knowledge and skills through adult-led activities and independent play. The indoor and outdoor areas are well equipped and provide a safe and well laid-out learning environment.
- Children are well behaved. They are very cooperative and support each other. Routines are well established and activities run smoothly. Safeguarding is effective. Staff are well-trained and vigilant.
- The school encourages parents to be involved in the early years provision. The induction of children in the early years is done with the participation of parents. Parents contribute to their children's learning journals.

School details

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| Unique reference number | 135281 |
| Local authority | Staffordshire |
| Inspection number | 10053241 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 357 |
| Appropriate authority | The governing body |
| Chair | Chris Stokes |
| Headteacher | Mandy Whitehouse |
| Telephone number | 01283 260157 |
| Website | www.riverview.staffs.sch.uk |
| Email address | office@riverview.staffs.sch.uk |
| Date of previous inspection | 13–14 July 2016 |

Information about this school

- The school is larger than the average primary school.
- Children in the Nursery attend part time either for a morning or afternoon session. There are two Reception classes, which are taught full time.
- The majority of pupils are White British. The number of pupils speaking English as an additional language has continued to increase since the previous inspection and is above the national average.
- The proportion of disadvantaged pupils eligible for the pupil premium is above the national average.
- The proportion of pupils with SEN is broadly in line with the national average.

Information about this inspection

- Inspectors observed pupils' learning in 23 lessons, including some jointly with the headteacher and senior leaders.
- Inspectors observed pupils' behaviour at breaktime and lunchtime.
- Inspectors listened to pupils read and looked at their work in books.
- Inspectors took account of the 120 responses and free-text comments on Parent View, Ofsted's online questionnaire, and talked to parents at the start and end of the school day.
- Inspectors considered the views of 45 staff who completed the staff questionnaire.
- Meetings were held with two groups of pupils, the chair, vice-chair and three members of the governing body, the school's senior and middle leaders, and the special educational needs coordinator.
- The lead inspector had a telephone conversation with a representative of the local authority.
- Inspectors looked at school documents, including: the school's self-evaluation and improvement plan; minutes of the governing body meetings; the school's information on pupils' progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

| | |
|--------------------------------|------------------|
| Patrick Amieli, lead inspector | Ofsted Inspector |
| Michael Appleby | Ofsted Inspector |
| Gill Turner | Ofsted Inspector |

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