

Riverview CofE Primary and Nursery School VA

Riverview Road, West Ewell, Epsom, Surrey KT19 0JP

Inspection dates

14–15 May 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching varies. Overall, teaching does not build well on pupils' prior learning and their progress is too variable, as a result.
- Teachers' subject knowledge is not sufficiently secure. This causes pupils to become confused in response to teachers' questioning.
- Teaching does not consistently match tasks to pupils' abilities. Pupils are often unclear about what they are learning or aiming to achieve in lessons.
- Where teaching is weak, teachers do not monitor pupils' progress effectively during lessons to ensure that all achieve well.
- Attainment in English and mathematics at the end of key stage 2 is not high enough.
- Rates of progress are particularly variable for disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and the most able.
- The levels of support for pupils with SEND and challenge for the most able are not consistently effective in moving their learning forward.
- Pupils do not develop sufficient knowledge, skills and understanding in subjects such as geography, history and science as well as they should.

The school has the following strengths

- Leaders are making good progress in dealing with the priorities for improvement identified at the last inspection. Their evaluations are accurate.
- Leaders provide effective, well-targeted support to improve the quality of teaching. Staff feel well supported and value their professional training opportunities.
- Governance is well developed and strong. Governors are rigorous in holding leaders to account and provide the right balance of support and challenge.
- Pupils have a strong sense of belonging to a community at school. They have a clear understanding of the school's values. They are confident and articulate.
- Pupils behave well during learning and play times. They are well motivated and respond positively to the school's behaviour policy.
- Teaching in the early years is good, and the provision is well led and managed. Children learn well and enjoy positive relationships with adults and each other.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' outcomes by ensuring that:
 - teaching is well matched to the pupils' prior learning
 - disadvantaged pupils and those with special educational needs and/or disabilities are well supported to make strong progress
 - teachers provide appropriate challenge for the most able to move learning on effectively
 - teachers' subject knowledge is well developed to support their use of questioning and ability to address pupils' misconceptions
 - teachers evaluate pupils' progress during lessons effectively and adjust teaching in response to pupils' individual needs
 - pupils acquire knowledge, skills and understanding, appropriate to their age, in subjects such as geography, history and science.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have an accurate view of the school's strengths and areas requiring further improvement. They have taken swift action to address the findings of the last inspection, and progress is being made to secure the necessary improvements.
- The headteacher has made well-judged changes to the structure of the leadership team and provided appropriate support to those who are new to their posts.
- Leaders have been supported effectively by the local authority and other external consultants. This has led to some improvement in the teaching of mathematics, reading and writing. Teachers have received significant training in these areas, and leaders actively monitor the impact.
- Leaders make effective use of information about pupils' progress in order to target support for pupils and teachers. The headteacher presents regular, comprehensive reports on pupils' progress to governors, enabling governors to challenge and support leaders effectively. Leaders and governors are fully aware of which groups of pupils are not making enough progress and, increasingly, are taking the right actions to address these issues.
- A minority of parents expressed specific concerns about the school, but the majority spoke highly of the headteacher and staff. Parents say their children are happy, safe and making good progress. They commented on the pleasant atmosphere and friendly nature of the school. One parent said: 'One of the reasons I chose this school for my daughter was the caring and welcoming ethos. I have always been made to feel part of the school community, and my daughter loves attending every day. She has made fantastic progress since starting in Reception in 2016.'
- Middle leaders have successfully introduced new initiatives in English and mathematics which are improving pupils' progress. With the support of external consultants, they have accurately evaluated the weaknesses in teaching and made appropriate changes. The quality of teaching in mathematics is improving, for example. The mathematics leader has introduced more effective approaches to planning and teaching which are supporting pupils' fluency, reasoning and problem-solving skills.
- The recently appointed special educational needs coordinator (SENCo) has carefully reviewed the provision for pupils with SEND. She assists teachers effectively in planning teaching and devising personal support plans. New initiatives are starting to have a positive impact on the progress of disadvantaged pupils and those with SEND, but they are not yet embedded.
- Pupil premium funding has been appropriately used to support vulnerable pupils. The headteacher has rightly identified a number of pupils who have social, emotional and mental health needs who require additional support. The appointment of a family support worker has been effective in supporting pupils and their families where there are specific barriers to learning.
- Leaders have trained members of staff to act as key workers to support individual pupils who present emotional and behavioural difficulties. These initiatives enable

vulnerable pupils to enjoy school and learn more effectively.

- Staff greatly value the support and training they receive from leaders, which are given appropriately high priority by the headteacher. Induction procedures for new staff are comprehensive. Staff also say that their well-being is carefully considered.
- The primary physical education and sport premium has been used well to promote pupils' physical activity and health. Pupils are taught to keep themselves healthy through sport, healthy eating and mindfulness lessons.
- The school's curriculum offer is broad. However, pupils' development of knowledge, skills and understanding in the broader range of subjects needs to be improved. Leaders are currently reviewing the curriculum to address this.
- The spiritual, moral, social and cultural development of pupils is strong. Pupils are regularly given opportunities to reflect on significant questions. For example, a pupil asked: 'Why is everyone not treated in the same way, like people in South Africa who don't have money for medicines?' They are also encouraged to think about their hopes for the future.

Governance of the school

- The governance of the school is well developed and effective. Governors have a sound understanding of the school, and are knowledgeable and experienced. They have supported the headteacher well in swiftly addressing the findings of the last inspection. They provide an effective balance of support and challenge.
- Since the last inspection, governors have monitored the school's progress even more closely. They receive detailed and regular reports about the progress of pupils and analyse them in detail. Governors hold the school stringently to account, asking well-informed, challenging questions about the information they receive.
- Governors visit the school regularly to monitor the impact of new initiatives. They work alongside leaders at all levels to evaluate the progress of the school's improvement plan. They regularly talk to pupils and sample their work to obtain a first-hand understanding of the quality of education.
- Designated governors have specific responsibilities for the oversight of the use of pupil premium funding and safeguarding arrangements. They do this well, reporting regularly to the full governing body.
- Governors routinely attend relevant training to ensure that their knowledge and skills are up to date.

Safeguarding

- The arrangements for safeguarding are effective.
- The single central record of recruitment checks is thorough and well maintained. Senior staff and governors have been trained in all aspects of vetting new appointments. All new appointments are carefully screened to ensure the safety of pupils.
- The designated safeguarding leads (DSLs) keep their training up to date. They have the necessary skills to fulfil their role and to train staff. Staff have a thorough

understanding of all aspects of keeping pupils safe at school and beyond, through detailed updates. Training is routinely updated and safeguarding is given a suitably high priority.

- Staff have a clear understanding of the signs which might indicate that a pupil is at risk of harm. They understand and rigorously implement the school's safeguarding procedures.
- The DSLs act promptly when they receive a referral from a member of staff expressing a concern about a pupil. When necessary, they consult with external agencies effectively and follow up referrals promptly. The DSLs maintain thorough and complete records of all concerns raised about individual pupils.
- Throughout the school day, high levels of adult supervision are maintained to ensure the safety of pupils.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is too variable across subjects and year groups. This has led to variations in pupils' progress. Teaching and tasks are not always well matched to pupils' previous learning in English, mathematics and the wider curriculum. Leaders are aware of the uneven quality of teaching and are providing appropriate support.
- Where teaching is strong, teachers make effective use of resources to support learning. For example, in mathematics pupils are able to use equipment to support their understanding of place value and calculation. This aids their fluency in arithmetic. During the inspection, pupils in Year 6 demonstrated a well-developed ability to select efficient methods to calculate with fractions.
- Where teaching is strong, teachers make incisive use of questioning to probe and develop pupils' understanding. For example, in a mathematics lesson a teacher asked: 'Can you prove this to be wrong?' This enabled pupils to provide a full mathematical explanation and deepen their understanding.
- The strongest teaching identifies and addresses pupils' misconceptions quickly. Teachers' subject knowledge is well developed to support this. The strongest teaching also secures strong relationships between teachers and pupils. A respectful and calm atmosphere is maintained as pupils learn.
- Where teaching is weaker, teachers' subject knowledge is not sufficiently secure, and pupils are confused by teachers' questioning.
- Weaker teaching also results in pupils being unclear about what they are learning, or aiming to achieve, during tasks. During the inspection, pupils were often unclear about what they had to do and learn.
- Where teaching is weak, teachers do not monitor pupils' progress during lessons well enough. They do not adjust teaching quickly enough to ensure that all pupils make good progress. As a result, some groups of pupils do not learn well.
- The levels of support for pupils with SEND and challenge for the most able are not always effective in moving their learning forward.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils say that the sense of community is one of the best things about school. They say they are happy and feel safe at school.
- Pupils say that they are free from bullying and are confident that they can go to an adult if they need support. A few parents expressed concerns about bullying. Inspectors explored the issue carefully. There has been some bullying historically, and pupils say there has been bullying in the past but it does not happen now. The school has robust policies and is vigilant in preventing bullying.
- Older pupils are confident and articulate. They have a developed understanding of the values of the school and can link them to fundamental British values. They work well together and show respect for each other. Older pupils have opportunities to adopt specific responsibilities around the school.
- Pupils know how to keep themselves safe, for example when walking home from school and on the internet. They have been well taught about how to keep themselves safe online. They are fully aware of the potential risks involved in online gaming and using social media.
- Pupils understand the importance of keeping themselves fit through healthy eating, participating regularly in sport and physical activity. The school also provides for their emotional well-being through mindfulness lessons and the pastoral support they receive from well-trained staff. The family support worker has played an important role in supporting pupils and families when they are vulnerable.

Behaviour

- The behaviour of pupils is good. Pupils generally behave well in class and throughout the school day. They play sociably at break and lunchtimes. Most pupils are attentive and well motivated in lessons.
- A few pupils present more challenging behaviours, often as a result of social, emotional or mental health needs. These pupils are skilfully supported by staff trained as key workers, who know them well.
- Pupils are positive about the incentives for good behaviour and regular attendance. The behaviour policy is effective and valued by pupils. It communicates the school's high expectations. Pupils say the reward system motivates them.
- Attendance is improving, but some pupils are still absent too often. The headteacher, family support worker and local authority officers work closely with families to help them understand the importance of regular attendance. Poor attendance affects disadvantaged pupils in particular. The headteacher and family support worker work carefully with these pupils to improve their attendance and help them catch up. This work is ongoing.
- The headteacher makes limited use of fixed-term exclusions. The rate of these has

reduced in the last year and the number of pupils involved is small.

Outcomes for pupils

Requires improvement

- The progress and attainment of pupils vary across subjects and year groups, because the quality of teaching is too uneven.
- Outcomes at key stage 1 have been broadly average in reading and writing, but mathematics has lagged behind. The indications are that this is set to improve as a result of the school's recent initiatives to improve the effectiveness of mathematics teaching.
- Progress at key stage 2 has been variable over time. In 2018, progress in reading, writing and mathematics was particularly low. In 2018, 29% of pupils achieved the expected standard in reading, writing and mathematics, which is significantly below the national average. Current pupils in Year 6 are on track to achieve higher levels of attainment this year.
- While pupils are generally making improved progress across the school, this is still too uneven. There is particular variation in the rates of progress for disadvantaged pupils, the most able and pupils with SEND. Not enough of the most able pupils are achieving higher standards in English and mathematics.
- Most pupils have positive attitudes to reading, and many pupils are reading challenging books of high quality. They have developed a love of reading. Pupils have appropriate books suited to their abilities, enabling them to progress well. Some boys are less enthusiastic about reading, though they can read well.
- Progress in mathematics is improving. Leaders have taken swift action to improve the teaching of mathematics, and this is having a positive impact. Pupils with SEND, in particular, are making better progress as a result of the effective use of tactile resources to support them. This improved progress is not yet fully embedded.
- Progress and attainment in writing are variable across the school. Pupils do not consistently use their writing skills well in subjects other than English, and their presentation is sometimes untidy. Progress in subjects such as geography, science and history is also variable.

Early years provision

Good

- The quality of teaching in the early years is good. Children learn and develop well as a result of the well-established routines and the stimulating environment. Children sustain activities and play collaboratively, which enables good personal, social and emotional development as well as communication skills.
- Adults support learning well in the early years through their engagement with play and use of questioning. They take every opportunity to develop accurate speaking, reading, writing and number skills. As a result, children are developing these skills well. They can count and have an understanding of quantities. They can use their phonic skills to write new words in simple sentences. For example, in an investigation of snails a boy was able to use his knowledge of sounds to spell 'snail' for the first time.

- Relationships between adults and children, as well as between the children themselves, are strong. When conflicts arise, they are skilfully handled by adults, who use them as a learning opportunity. Children respond positively to this. Generally, children are well-behaved in both the Nursery and Reception.
- The provision is well led and managed by a knowledgeable and skilled teacher, who maintains careful oversight to ensure consistency. Detailed and accurate use is made of assessment to monitor children's progress and identify their next steps in learning. This enables teachers to plan well for the children's different needs, and they make strong progress.
- The proportions of children achieving a good level of development at the end of Reception are above national averages. The proportion exceeding the expected standards is in line with national averages. These outcomes are being successfully maintained, despite many children joining the school from below-average starting points.
- Classrooms are attractively presented, with plenty of engaging and stimulating activities. Resources are well organised and accessible, enabling children to make choices and learn independently. Children routinely become engrossed in what they are doing.
- The outside areas are not as engaging, and learning is less effective. The school has recently invested in new outside areas for the early years, but their use has not yet been fully developed.
- Teachers work well with parents, and parents speak highly of the provision. Parents have easy access to teachers, enabling effective communications. They are kept informed about developments in teaching, such as the approach to teaching phonics. Parents have been briefed on the importance of oral work at home, including reciting nursery rhymes. Parents regularly contribute to their children's learning journals, for example with 'wow moments'.
- Safeguarding is effective in the early years, as children's welfare is given a high priority.

School details

Unique reference number	131072
Local authority	Surrey
Inspection number	10088197

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Elaine Letchford
Headteacher	Mercy Atkins
Telephone number	0208 337 1245
Website	www.riverview.surrey.sch.uk
Email address	info@riverview.surrey.sch.uk
Date of previous inspection	25 September 2018

Information about this school

- Riverview is a voluntary-aided Church of England primary and nursery school within the Diocese of Guildford. It was last inspected under section 48 of the Education Act 2005 in March 2016.
- The school is being supported by the local authority and has also worked with other external consultants during the last year.
- The school has a higher-than-average proportion of pupils eligible for free school meals.
- The proportion of pupils who speak English as an additional language is higher than average.

Information about this inspection

- This full inspection followed a short inspection, conducted under section 8 of the Education Act 2005, in September 2018. The short inspection identified priorities for improvement and recommended a full inspection.
- Inspectors scrutinised the school’s safeguarding policies and procedures and its single central record of recruitment checks. Inspectors met with the designated safeguarding leads and reviewed their records and case files.
- Inspectors held discussions with parents at the beginning of the school day and considered 52 responses to Parent View, Ofsted’s online questionnaire, including 21 free text comments received during the inspection.
- Inspectors observed teaching and learning jointly with leaders in all classes. Inspectors spoke to pupils about their learning and looked at their work across all subjects. Inspectors listened to pupils read and discussed their enjoyment of reading.
- Inspectors met with a group of pupils and gathered their views through many informal conversations, also taking into consideration 30 responses to Ofsted’s pupil survey.
- Inspectors considered 21 responses to Ofsted’s staff survey and held discussions with staff about their work.
- Inspectors held meetings with senior and middle leaders, representatives of the governing body including the chair of governors, and the SENCo. Inspectors reviewed documents relating to the work of the governing body, including minutes of its meetings. Inspectors reviewed a range of other documentation, including leaders’ evaluations of the school’s effectiveness; development plans; the school’s own information about pupils’ progress and attainment; a range of school policies; and behaviour and attendance logs.
- Inspectors spoke to a representative of the local authority who has provided support to the school.

Inspection team

Peter Wibroe, lead inspector

Ofsted Inspector

Liz McIntosh

Ofsted Inspector

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Manchester
M1 2WD

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