

# Inspection of Rivington Foundation Primary School

Horrobin Lane, Rivington, Horwich, Bolton, Lancashire BL6 7SE

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Inspection dates: 28–29 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in November 2011 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for nine years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

## **What is it like to attend this school?**

The pupils whom we spoke to told us that they enjoy school. They attend school regularly. Parents and carers are very supportive of the school. Those whom we spoke to told us that relationships between home and school are strong. They said they are well informed about life in school.

Pupils said that they are kind to one another and that behaviour is good. They understand the rewards and sanctions associated with the behaviour policy. Pupils feel that they can get on with their learning in class. Pupils said that bullying did not happen, although in the past there had been some rare cases of name-calling. Staff dealt with this problem effectively. Pupils are confident that staff will deal with any of their worries.

Pupils feel safe in school. They said that adults listen to them. Pupils are knowledgeable about how to stay safe online. They are aware of how to stay safe while using social media and while playing online games. Pupils know how to stay safe near open water.

Leaders have high expectations for pupils. Each term, pupils focus on one of the school's seven wonders. These include perseverance and forgiveness. Leaders encourage pupils to be kind and to do their best.

## **What does the school do well and what does it need to do better?**

Leaders have planned a broad, ambitious and exciting curriculum. They arrange subjects so that pupils build on what they already know. They ensure that the teachers have the training and skills needed to teach across all subjects. Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), achieve well. By the end of Year 6, pupils achieve well. They do better in English than they do in mathematics.

Governors know the school well. They hold leaders to account for the achievement of pupils. Staff enjoy coming to work. They appreciate the care and support of senior leaders and governors. Leaders ensure that staff have the time they need to do their jobs properly.

Leaders have re-structured the mathematics curriculum. Teachers have received training through the local mathematics hub. This has helped to deepen their subject knowledge. There is a sharper focus on ensuring pupils remember more from previous learning. Teachers model mathematical concepts well. They show pupils that numbers can be represented in different ways. They provide pupils with practical opportunities to explore numbers and apply their multiplication and division skills. Pupils apply these mathematical skills to problem-solving and reasoning activities. This is helping them to develop a deeper understanding of number processes.

Reading is at the heart of the curriculum. Many topics stem from high-quality texts. Staff have received training so that they have the expertise to teach phonics effectively. Phonics sessions are fun and engaging. Pupils respond well. They apply their phonics skills to their reading and writing. Pupils read books that match the sounds that they learn in phonics lessons. These books are from a wide range of genres. This is helping to promote a love of reading. Pupils who struggle with phonics receive support, so they do not fall behind in their reading. Sometimes, adults do not model spoken English clearly. They are sometimes over-generous in their support when listening to pupils read because they over-prompt pupils when they get stuck on new words.

In science and history, pupils' knowledge is developed well. Teachers' planning of lessons enables pupils to build on prior learning. Year 6 pupils remembered learning about electricity in Year 4. They applied their knowledge to new learning about mains- and battery-operated devices. Children in early years develop a rich scientific vocabulary. They told me that uncooked noodles were brittle and cooked rice was soft and fluffy. Pupils were able to make a link between what they had learned in history and religious education. They told me about the influence of King Henry VIII. They explained the effect of his reign on English Christianity.

The early years curriculum is a strength of the school. Planning across subjects uses the interests of the children and meets their needs. Children are inquisitive and curious in their learning. They show high levels of concentration. They move between activities sensibly, asking questions and exploring the environment. Their grasp of early mathematics is well established. They know different ways of making a range of numbers. They enjoy writing and investigative work. Role-play areas, such as the Chinese restaurant, enable them to develop their social skills. They share resources and behave in an exemplary manner. Children enjoy singing songs and listening to stories. This is having a positive impact on their reading. Children develop their understanding of other cultures through their creative and design work.

The many additional activities on offer contribute to pupils' personal development. Older pupils enjoy a wide range of sports clubs. They enjoy performing with the choir. Pupils engage in a variety of charity events such as collecting food for a local food bank. They visit museums and art galleries and go on exciting residential trips. Pupils are well prepared for the next stage of their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that a strong culture of safeguarding permeates all aspects of their work. Staff have received recent training in safeguarding. Leaders have ensured that staff have the skills necessary to spot signs of potential abuse and neglect. Staff are aware of their safeguarding responsibilities. They know how to record and communicate concerns. Families who need extra support are provided with timely and relevant advice. Staff work with a number of partner agencies,

including children's social care. Records of school leaders' work indicate high levels of curiosity, determination and doggedness to keep pupils safe.

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

### **(Information for the school and appropriate authority)**

- Leaders have adapted the mathematics curriculum to ensure that pupils do as well in mathematics as they do in English. Leaders must ensure that pupils continue to build upon their prior learning so that they know more and remember more of the mathematics curriculum.
- Leaders have ensured that teachers and teaching assistants have received up-to-date training in phonics and reading. As a result, pupils enjoy reading and most achieve well. Leaders must ensure that all adults speak to pupils with grammatical precision. They must ensure that all adults adhere to the agreed approach to the teaching of reading without over-prompting pupils when they hesitate over unfamiliar words.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119509
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10122168
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	124
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrea Glynn
<b>Headteacher</b>	Sarah Annette
<b>Website</b>	<a href="http://www.rivingtonprimaryschool.co.uk">www.rivingtonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	15–16 November 2011

## Information about this school

- The headteacher and deputy headteacher have been appointed since the previous inspection.
- Most members of the governing body, including the chair of governors, have been appointed since the previous inspection.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We met with the headteacher, deputy headteacher and two members of the governing body, including the chair of governors.
- We met with a representative of the local authority.
- We spoke to parents to gather their views about the school.
- We spoke to staff about their workload and well-being.

- We examined documents in relation to safeguarding. We examined the single central record and documentation in relation to safe recruitment. We spoke with staff to explore how well they understood their safeguarding responsibilities.
- We spoke to pupils throughout the inspection. We observed their behaviour and attitudes in lessons and at playtimes.
- We listened to pupils read.
- We considered the school's approach to the curriculum. We considered reading, mathematics, science and history. We met with the subject leaders, visited lessons and scrutinised samples of pupils' work. We spoke to pupils about their learning and spoke to teachers.

### **Inspection team**

John Donald, lead inspector

Her Majesty's Inspector

Julie Brookes

Ofsted Inspector

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