

Inspection of Rivenhall Church of England Primary School

Church Road, Rivenhall, Witham, Essex CM8 3PQ

Inspection dates: 8 and 9 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils love attending Rivenhall Church of England Primary School. They enjoy the team ethos found in every class. Pupils value learning and work well together in lessons. They bring the best out of each other and delight in their achievements and those of other pupils. All the parents who took part in Ofsted's online survey, Ofsted Parent View, agree that their child is happy at the school.

Attitudes towards learning are good. Starting in the early years, pupils learn independence. They sustain concentration even when studying a tricky topic. Pupils articulately discuss their learning and approach new challenges enthusiastically.

Pupils are safe at school. Bullying is rare. When bullying occurs, staff act quickly and effectively so that it stops. Staff help pupils find their own solutions when relationships with friends become difficult. They are confident that staff are willing and able to help when concerns arise.

Pupils know the importance of valuing the many lifestyles and beliefs in today's society. They told us that it is 'okay' to be different at this school. Pupils speak sensitively about the views and lifestyles of others. They demonstrate the values of inclusion summarised in leaders' vision: 'many hearts – one school'.

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

Leaders have in place an ambitious and well-designed curriculum. They have organised most areas of the curriculum effectively. Leaders' guidance enables teachers to effectively deliver, in a sensible order, what pupils need to learn. Teachers check, with precision, what pupils know and can do. When pupils misunderstand or forget something, teachers provide effective support so that pupils do not fall behind. In some areas of the curriculum, leaders are working to clarify for staff exactly what pupils must learn and in what order. In these areas, pupils do not remember as much as leaders intend.

Pupils enjoy reading and value the time they have in school to read for pleasure. Leaders' 'rainbow reading challenge' motivates pupils to read a broad range of texts. It also helps leaders keep a close eye on how much and what type of books pupils are reading. Staff capably follow leaders' approach to the teaching of early reading. Consequently, pupils become fluent and confident readers.

When children first join the early years, staff quickly find out the sounds children can read. They use this information to match learning experiences to what children already know. Children in the early years become confident early readers. They are well prepared for learning in Year 1. As they get older, staff enable pupils to master the knowledge they need to read well. Staff effectively support pupils who find reading difficult and most of these pupils catch up.

Leaders provide well for pupils with special educational needs and/or disabilities (SEND). Leaders accurately identify these pupils' needs. Leaders provide detailed guidance for staff to use when planning learning activities for pupils with SEND. Leaders also provide effective training for staff about how best to support pupils with SEND. Staff use leaders' guidance and training well. They make sure pupils with SEND are able to access the same curriculum as their peers. This supports pupils with SEND to achieve well.

Staff establish clear routines and expectations of behaviour that pupils understand and consistently follow. Lessons are calm and purposeful. Leaders are improving pupils' attendance. The number of pupils persistently absent from school is reducing.

Leaders provide opportunities for pupils to learn about themselves and others through the personal, social and health education programme. Pupils talk maturely about the issues young people face in today's modern society. Staff are particularly helpful for pupils who need extra support to manage their emotions. Pupils develop leadership skills too. They readily take up positions of responsibility at the school. Staff also enhance the curriculum with carefully chosen visiting speakers and educational visits to places of local interest such as visiting archaeologists and specialist providers of outdoor education.

Parents, staff and pupils have confidence in the leadership and management of the school. Starting when children enter the early years, leaders keep parents well informed about how they can support learning at home. Parents appreciate leaders' regular information events such as parent 'coffee mornings.' Staff told us that leaders support staff well to maintain reasonable workloads.

Governors are well trained to carry out their duties effectively. They know the strengths and weaknesses of the school and hold leaders to account for the quality of the school's provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff know the signs of potential harm. They respond quickly and effectively when concerns arise. Leaders work effectively with external agencies to secure the support that vulnerable pupils need.

The required background checks are made so leaders are confident that adults in school are suitable to work with pupils.

Staff teach pupils how to keep themselves safe. Pupils know what to do if they are concerned about their well-being. They are confident that staff will help them if they need support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not clarified exactly what knowledge must be taught and in what order teachers should teach the knowledge. As a result, pupils have not remembered what leaders intend. Leaders must specify exactly what pupils must know in all areas of the curriculum and plan the order that teachers should teach the knowledge so pupils can build upon prior knowledge and achieve well.

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 information from Ofsted Parent View 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.

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

Unique reference number	146106
Local authority	Essex
Inspection number	10255053
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	Board of trustees
Chair of trust	Mike Ferguson
Headteacher	Rebecca More
Website	www.rivenhallprimary.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Diocese of Chelmsford Vine Schools Trust in 2018.
- Leaders do not use any alternative provisions.
- This school has a Christian religious character. The school's most recent section 48 inspection took place in October 2016. The next section 48 inspection is expected to take place within the next 18 months.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator and the chief executive officer of the trust and trust leaders.
- Inspectors carried out deep dives in these subjects: English, geography,

mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke with leaders, looked at pupils' work and scrutinised documents about the curriculum in some other subjects.
- Inspectors spoke with governors, leaders and staff about the safeguarding practices at the school. Inspectors scrutinised safeguarding policies, child protection records and the record of background checks to determine the suitability of adults to work with pupils.
- Inspectors considered the 22 responses to Ofsted's online survey of parents, Ofsted Parent View. Inspectors also considered the 41 responses from pupils and the 19 responses from staff to Ofsted's online surveys.

Inspection team

Al Mistrano, lead inspector

His Majesty's Inspector

Suzanne Thrower

Ofsted Inspector

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