

Inspection of an outstanding school: Riverley Primary School

Park Road, Leyton, London E10 7BZ

Inspection dates:

22 and 23 February 2023

Outcome

Riverley Primary School continues to be an outstanding school.

What is it like to attend this school?

This is a school where pupils thrive and succeed. Leaders have the highest expectations for all pupils' learning and behaviour. They expect and support pupils to achieve highly. Pupils' behaviour in and around school is exemplary. They are polite, respectful and welcoming. Pupils are insistent that bullying and racism are not tolerated at this school. If bullying is reported, leaders take robust and sensitive action. Pupils are kept safe and happy here.

Pupils are confident and articulate when expressing their views. Children in the early years are well prepared for Year 1. Leaders know the pupils, families and community well. This helps leaders to plan a curriculum and experiences that give pupils the best preparation for the next stage of their education.

Pupils relish all the opportunities that each day brings. For example, pupils take on leadership roles. These include being school councillors and leadership ambassadors. Pupils appreciated having their views heard in the school and knowing that they are listened to. Pupils readily take part in a wide range of clubs on offer. These contribute strongly to their personal development.

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

Leaders are not complacent, despite the many strengths of the school. They continuously improve the quality of education that pupils receive. Leaders have developed a highly ambitious curriculum that begins in the early years. They have identified the important knowledge that they want pupils to learn and understand.

Leaders provide staff with highly effective training so that they can carry out their leadership roles expertly. Subject leaders ensure that pupils build deep knowledge across the curriculum. Leaders also make sure that teachers deliver the curriculum to a high standard. Teachers check regularly that pupils remember what they have learned. They

introduce new learning after carefully checking pupils have understood prior content. This enables pupils to build on to more complex work successfully.

Pupils with special educational needs and/or disabilities (SEND) are supported well to succeed. Parents and carers of pupils with SEND shared that their children received very strong support. Teachers adapt these pupils' learning skilfully to provide very targeted support.

Leaders make sure that all staff are highly trained to teach pupils to read. Staff skilfully teach the phonics curriculum effectively in early years. In Nursery, staff support children's communication and language development extremely well. Staff make sure that pupils practise their reading using books that closely match the sounds that they know. This allows pupils to develop reading fluency and confidence. The few pupils who find reading more difficult receive appropriate support to help them to catch up quickly. There is a strong focus on the development of language and vocabulary across the whole school. Books are celebrated and included at the heart of curriculum plans. Pupils eagerly talk about their favourite books and a wide range of authors. This helps them to access the full curriculum and contributes to their very strong knowledge and understanding across all subjects.

The school is a calm and purposeful place. In classrooms, pupils are attentive and engaged. The early years environment is vibrant, and children engage in a wide range of well-planned activities. Children listen carefully to adults and follow routines. Across the school, teaching of the curriculum is rarely interrupted.

Leaders ensure that pupils have exceptional experiences to develop their character. Pupils have many opportunities to develop leadership qualities and take on responsibility. Staff encourage pupils to make meaningful and positive contributions to the life of the school. Many clubs and educational visits are available to all. Pupils are very well prepared for the future.

The governing body and trustees share the passion, commitment and ambition of leaders. Their work contributes positively to the school's continuous improvement. Members of the governing body know the school well and provide support and challenge to leaders. This results in high-quality education for all pupils. Staff are proud to work at the school, and leaders support them by providing high-quality training. Leaders are mindful of staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are well trained in safeguarding and can recognise the signs that pupils may be at risk of harm. Staff understand the importance of reporting concerns quickly. Leaders take timely actions to ensure that pupils are kept safe.

Leaders work in close partnership with a range of agencies to provide support for vulnerable pupils and their families. Pupils feel safe in school and are taught about

potential risks, including when using technology. They know that they can talk to an adult with any worries.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in October 2016.

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 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	139723
Local authority	London Borough of Waltham Forest
Inspection number	10240512
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	456
Appropriate authority	Board of trustees
Chair of trust	Michael McCreedy
Headteacher	Justin Creasey (Executive headteacher) Sabrina Reilly (Head of school)
Website	www.riverley-gst.org
Dates of previous inspection	6 and 7 October 2016, under section 5 of the Education Act 2005

Information about this school

- The head of school was appointed in October 2019.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and music. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, discussed with pupils about their learning and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.
- The inspector met with the head of school, the executive headteacher and senior leaders. The inspector also met with representatives of the trust and those responsible for governance.
- The inspector observed pupils' behaviour both in lessons, at breaktimes and at

lunchtimes. The inspector gathered pupils' views about the school and their learning.

- The inspector scrutinised a range of documentation, including those related to pupils' wider development.
- The inspector checked the school's single central record, met with the school's designated safeguarding lead and reviewed safeguarding information.
- The inspector took account of the responses to Ofsted's online survey for parents.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

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