

Inspection of Riverview C of E Primary and Nursery School VA

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

Inspection dates: 10 and 11 May 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	Requires improvement

What is it like to attend this school?

Pupils benefit from staff's high aspirations. Leaders set out clearly how pupils should communicate, learn, interact and behave. All pupils are supported to meet these expectations. Purposeful routines are in place from early years onwards. Staff model and support what they expect of pupils, including pupils with special educational needs and/or disabilities (SEND). This helps to foster a focused learning atmosphere.

Pupils are proud to move 'up the learning ladder' when they make good choices. As a result, the playground and classrooms are calm and happy environments. Staff handle incidents of bullying and discrimination swiftly and effectively. This helps to prevent issues from reoccurring. Pupils feel secure in talking to staff when problems arise.

Pupils from different backgrounds, and particularly pupils who have English as an additional language, feel welcomed and included at the school. The school provides an array of opportunities for pupils. Visiting the 'library bus', for example, helps to reinforce pupils' enthusiasm for reading. As pupils move up through the school, they learn to take on responsibilities. Adventurous challenges, such as hiking in Snowdonia, help older pupils to develop resilience and a sense of community.

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

Leaders have put together an ambitious curriculum. They have thought carefully about what pupils need to know and when they need to learn it. The curriculum is firmly established, particularly in English and mathematics. This gives pupils a secure foundation for further learning. Learning programmes in many other subjects are also well designed. Leaders are actively working to bring all subjects to the same high standard.

In most subjects, teachers enable pupils to build their knowledge well. The work set challenges pupils to think in detail about their subjects. In early years, teachers introduce new vocabulary to develop children's knowledge. Teachers use questions well to check what pupils have understood. They adapt their teaching to respond to pupils' misconceptions. However, at times some teachers' explanations are not always clear enough. This can lead to pupils not understanding what they need to do or know.

Reading is a strength of the school's provision. Teachers teach pupils to read well. This helps children to build confidence in reading and writing from early years onwards. Pupils' reading achievements are celebrated, such as through prize draws to win a choice of books. Weaker readers and pupils who are new to the school receive intensive support to catch up. This support is tailored effectively for pupils with SEND. Leaders have prioritised improvement in reading at every age. This approach helps to ensure that pupils achieve well across the curriculum.

Pupils develop a positive attitude to learning. In early years, they are introduced to learning 'characters'. These show how leaders want pupils to behave, such as being inquisitive or persistent. This is reinforced by a consistent approach to behaviour. As a result, pupils of all ages focus on learning well. The attendance of some pupils is low. As a result, some pupils miss out on important learning. Leaders are taking action on this and have seen some improvements. However, this has not yet had a consistently positive impact.

Leaders ensure that pupils have access to a breadth of clubs and additional opportunities. Pupils benefit from cultural opportunities on offer, such as art gallery visits. Learning about other faiths and backgrounds is at the heart of the school's approach to diversity. Leaders ensure that pupils are taught about British values. Pupils gain experience of democratic processes through the school council. Teaching of personal, social and health education enables pupils to develop a secure understanding of healthy lifestyles and relationships.

The needs of pupils with SEND are identified and met well. Staff work closely with families to ensure that the right support is in place. Where necessary, leaders adapt the curriculum to enable pupils with SEND to access it alongside their peers. Early years staff modify activities to ensure that all children are included. Pupils with SEND achieve well as a result.

Leaders have created a culture where pupils and families feel part of a community. When making changes to the weekly timetable, leaders engage constructively with staff and parents about this. Staff are very positive about leaders' consideration of their workload. Parents report a high degree of confidence in the approach leaders take. Governors support and challenge leaders effectively. As the school has developed, governors have ensured a clear and consistent vision.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about keeping children safe. Safeguarding is at the heart of the school's culture. Leaders provide all staff with effective training on the risks which pupils may face. This helps staff to be alert to signs of potential harm. Leaders keep detailed safeguarding records. They work closely with external agencies to ensure that pupils get the support that they need. When further external help is needed, leaders show determination in securing this.

Governors understand their safeguarding responsibilities well. They monitor the completion of pre-employment checks on staff and keep up to date with statutory guidance.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' work to improve pupils' attendance and reduce their persistent absence is not yet fully effective. As a result, not all pupils benefit as well as they could from their education. Leaders must reduce pupils' absence and persistent absenteeism further.
- In a few subjects, some teachers' knowledge of how to deliver the subject is not as strong as it could be. This means that pupils do not always fully understand teachers' explanations. Leaders should ensure that teacher's subject knowledge is equally strong across all subjects.

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	131072
Local authority	Surrey
Inspection number	10241530
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	187
Appropriate authority	The governing body
Chair of governing body	Elaine Letchford
Headteacher	Mercy Atkins
Website	www.riverview.surrey.sch.uk
Dates of previous inspection	14 and 15 May 2019, under section 5 of the Education Act 2005

Information about this school

- Riverview Church of England Primary and Nursery School is a Church of England voluntary-aided school. The most recent section 48 inspection took place in March 2016 and the next one is due to take place before April 2024.

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, assistant headteacher and several subject leaders. Inspectors spoke with the school improvement partner from Surrey local authority, and a representative from the Diocese of Guildford.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, and history.

- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects, and looked at records of pupils' learning.
- To inspect safeguarding, inspectors reviewed the school's single central record, files relating to safeguarding cases, and spoke with staff, pupils and governors.

Inspection team

Daniel Botting, lead inspector

His Majesty's Inspector

Maria Roberts

His Majesty's Inspector

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