

# Inspection of Rivington Primary School

Tennis Street North, Dentons Green, St Helens, Merseyside WA10 6LF

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Inspection dates: 5 and 6 March 2024

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

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Pupils, including pupils with special educational needs and/or disabilities (SEND), do well in all aspects of their development at this school. Pupils come into school with smiles on their faces, happy to see their friends and staff. They said that their school is 'one big family'.

Pupils typically behave well during lessons. Classrooms are calm and purposeful. Pupils know that staff will help them with any worries or concerns that they may have. Pupils strive to be the best that they can be. The school's 'Rivington Way' helps everyone to understand what is expected of them. Pupils are proud to receive the reward of breakfast with the headteacher.

The school has high expectations for pupils' academic achievement and for their wider development. Most pupils, including pupils with SEND, achieve well and enjoy their learning.

The programme for pupils' personal development is exemplary. Pupils delight in the variety of opportunities that are on offer. They talked highly of the trips and residential experiences that they can take part in. Pupils relish the many leadership roles available to them, such as being on the pupil's leadership team and school council. They act successfully to bring about improvements in the school. For example, they have worked with the school to widen the variety of clubs available.

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

The school has carefully organised the curriculum so that it is aspirational and ambitious. The curriculum is structured well from the beginning of the early years through to the end of key stage 2. In the main, the curriculum is well designed and enriches pupils' learning across subjects. Pupils develop a thirst for acquiring knowledge. This was shown in the Nursery class, where children were thrilled to share their learning about bugs and habitats.

In most subjects, the school has identified the essential knowledge that pupils should have so that their learning builds securely over time. Where this is the case, pupils revisit this important knowledge frequently. Teachers act swiftly when they identify any gaps in pupils' learning. In these subjects, pupils learn well. Nevertheless, in a small number of subjects, the curriculum is new. In these cases, there are gaps in what pupils need to know to access their current learning. This means children do not learn all that they could.

Reading is at the centre of the curriculum. Pupils are immersed in a broad range of interesting and culturally diverse texts. This helps them to broaden their vocabulary and to develop a love of reading. They have many special opportunities to enjoy stories and to recommend their favourite books to each other. Older pupils are proud of their roles as reading ambassadors.

The school prioritises early reading. Children in the early years, including those in the Nursery class, enjoy listening to a range of nursery rhymes and traditional tales. They develop a deep and lasting love of reading. Pupils said that the school's reading areas provide them with a relaxing space to enjoy a book. From the Reception Year, children benefit from a carefully constructed phonics programme that is delivered by well-trained staff. Staff ably support pupils who need extra help in learning phonics. Most pupils read fluently by the end of key stage 1.

The school has appropriate processes in place to identify any additional needs that pupils may have. Teachers are provided with information about the support and resources that will help these pupils to access the full curriculum. Pupils with SEND learn well during their time at school.

Pupils benefit from a wealth of remarkably considered experiences that help to prepare them exceptionally well for life in modern Britain. For example, they discuss and consider topical issues with deep understanding and empathy. These conversations are captured on the school podcast and shared across classes and with families. This provides an effective model for how to discuss and debate issues respectfully. Pupils have an impressive understanding of equality. They fully respect differences between themselves and others.

Governors assure themselves that the school's systems are working well and that pupils receive a high-quality education. Staff value the support that they receive to fulfil their roles well. They appreciate how the school and governors make sure that their workload is manageable. Staff are proud to work here.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of the newer curriculums there are gaps in what pupils know and can do. This is because staff are not routinely checking what the pupils remember from the previous curriculum. From time to time, pupils do not have the knowledge that they need to access their new learning. The school should ensure that staff are skilled to identify gaps in pupils' knowledge so that pupils can fully access new learning.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	104761
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10289865
<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>	241
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris Halliwell
<b>Headteacher</b>	Clare Powell
<b>Website</b>	<a href="http://www.rivingtonprimary.co.uk">www.rivingtonprimary.co.uk</a>
<b>Date of previous inspection</b>	12 October 2011, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, the school has appointed a new headteacher and a new deputy headteacher.
- The school does not use any alternative provision for pupils.
- The school runs a before- and after-school club for pupils.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in English (including early reading), mathematics and history. They met with subject leaders and teachers. Inspectors

visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning.

- The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed pupils' work in these subjects.
- The lead inspector spoke with members of the governing board, including the chair of governors. She also spoke with a representative of the local authority.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documents relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text comments.
- Inspectors spoke with groups of pupils about their experiences at school. There were no responses to Ofsted's online survey for pupils to consider.

### **Inspection team**

Helen Friend, lead inspector

His Majesty's Inspector

Louise Atkin

Ofsted Inspector

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