

# Riverview CofE Primary and Nursery School VA

Inspection report

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<b>Unique Reference Number</b>	131072
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315707
<b>Inspection dates</b>	7–8 May 2008
<b>Reporting inspector</b>	Peter Thrusell

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms M Fernandez
<b>Headteacher</b>	Mrs S Potter
<b>Date of previous school inspection</b>	8 December 2003
<b>School address</b>	Riverview Road West Ewell Epsom KT19 0JP
<b>Telephone number</b>	0208 3371245
<b>Fax number</b>	0208 3306311

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Riverview is an average sized primary school. It draws its pupils from a range of social and economic backgrounds. The majority have White British heritage. Almost a quarter of pupils have learning disabilities and/or disabilities, including a higher than average proportion with statements of educational need. These pupils have a variety of specific needs such as moderate learning or social and behavioural difficulties. There has been considerable staff instability in recent years. The school has Activemark and Investors in People awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Riverview is a good school. The highly committed headteacher, well supported by the senior management team, staff and governors, provides a very good level of care for pupils, promotes good personal development, and ensures that pupils achieve well. Parents are very positive about the school. One commented, 'I am more than happy with Riverview. The head does a terrific job and so do all of the staff. My child is extremely happy'.

Very strong pastoral support and a recognition of individual personal needs are notable features of the care and support shown to all pupils. This contributes to their good behaviour, their enjoyment of school, their feeling of safety and their positive attitudes to learning. Pupils enjoy the very good range of after school clubs and the visits that provide first hand learning experiences. They particularly enjoy the range of sports on offer through a local schools sports partnership, recognising the importance of physical fitness. The school works very hard to include fully a number of pupils with social and behavioural needs. Good links with outside agencies, the work of the school's popular family support worker, and individual support within school, provide much needed security and stability for this group. One appreciative parent commented, 'As a family we have had lots of help from everyone at the school, especially the family support worker'. Nevertheless, within this group, the attendance of some pupils is irregular and interrupts the progress they make in their learning. The school has worked hard to raise the overall level of attendance since the last inspection, but it remains below average.

Children are now making good progress throughout the school. At the end of Year 2 standards overall are broadly average in reading and writing, with those in mathematics generally above average. Further improvements have been made in reading, both here and throughout Key Stage 2. People from the church and local business community support and encourage individual readers, and a focus on guided reading sessions has been effective. A high turnover of staff in 2006 had a detrimental effect on pupils' progress, particularly in Key Stage 2, where previously it had been good. Effective action taken to consolidate and improve the quality of teaching and learning, prior to 2006, had to be repeated. A particular weakness in the teaching of mathematics was identified, which further support and training has largely rectified. A focus on investigation in science, to help pupils to find out things for themselves, has yet to fully impact on standards in this subject and the school acknowledges there is more to be done to achieve this. Teaching overall is now good and enabling pupils to make good progress towards meeting their challenging end-of-year targets. Despite a period of underachievement, older pupils are now making good progress. The school's good assessment procedures readily identify those pupils who are underachieving, and a range of additional support is helping these pupils to make up lost ground in their learning.

Leaders have identified appropriate areas for school improvement. One key area has been a focus on speaking and listening, in order to help pupils develop ideas and vocabulary to improve their writing, and to help with their reasoning and understanding in mathematics. Although teachers are now adept at promoting speaking and listening through questioning and discussion, teaching assistants do not always adopt this approach when supporting groups in classes. Given the school's determination and recent success in improving the quality of teaching and learning and raising achievement, the school has a good capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Nursery and Reception classes. The vast majority enter the Nursery with skills and knowledge well below those expected for their age, especially in social development and language, communication and literacy. Children's progress is carefully monitored and activities adapted to support their learning, so that their progress gradually accelerates. By the end of Reception they have made good progress given their low starting points although their attainment is below average. Nevertheless, the majority are working within the expected learning goals. Effective use is made of the indoor and outdoor areas to ensure children are provided with a stimulating curriculum that broadens and extends their experiences and matches their needs. The way in which literacy and numeracy skills are linked to the development of other skills helps to make learning more interesting and relevant for children. Teaching is good. Children enjoy the practical tasks and respond well when adults engage them in conversation about their work. There is strong emphasis on developing children's speaking and language skills, but there are not enough opportunities to extend the ideas of those children who enter the Nursery with poor language skills. Staff and children get on well together and this helps to build the children's confidence.

### **What the school should do to improve further**

- Raise standards in science through more opportunities for pupils to investigate and draw their own conclusions.
- Ensure that all teaching assistants play a full and active part in developing the spoken language and learning of the groups they are supporting in classes.
- Review the procedures for improving attendance.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress throughout the school. A recent decline in progress across Key Stage 2 has largely been halted through the school's concerted actions. Achievement and standards at the end of Year 6 fell in mathematics and science. In 2007, whereas standards in English were average, in mathematics they were below average and in science extremely low. There was a significant proportion of pupils with moderate learning difficulties in this year group. Pupils currently in Year 6, despite now making good progress, are not likely to attain the standards that could be expected of them, given their average starting points in Year 3. However, additional support is enabling pupils to make up considerable lost ground.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. They enjoy coming to school. 'I love the school', said one child to the accompaniment of nods of agreement. In spite of this, attendance, although slowly improving, is below average. Pupils have a good understanding of the need for a healthy lifestyle and are keen to participate in physical activities, particularly the early morning Active Fit. Pupils understand right from wrong. They say that there is little bullying and children now get on well with each other. Pupils form good relationships with staff and agree that there is always someone to help if they have a problem. They know that action would be taken to resolve any incidents.

The school council takes its responsibilities seriously and they are proud of their contribution to improvements in the school, such as the playgrounds and increased supervision at break times. This and the fund raising for charities contribute to their understanding of how to be a good citizen. Their grasp of basic skills, along with this level of personal development, prepares pupils satisfactorily for their future life and learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers manage classes well. Lessons are well planned and prepared. Full account is taken of the range of ability within classes and work is planned appropriately so that all can make good progress. Good use is made of interactive white boards, which enliven pupils' learning. Introductions to lessons are thorough, but occasionally too much time is spent on these. Consequently, pupils lose a little concentration and the time for them to work on their different tasks is limited. Good questioning helps teachers to gauge pupils' understanding, but this oral approach to learning is not always extended to involve the active participation of all adults.

### **Curriculum and other activities**

#### **Grade: 2**

The school regularly reviews its curriculum and the learning opportunities offered to pupils of different needs. The school is creating more opportunities for pupils to learn through exploration and problem solving activities, which are developing their personal skills of collaboration and independent thinking. An emphasis on drama and role-play is helping pupils to develop their ideas and vocabulary, which is adding further interest to their writing. The range of mathematics activities has been carefully revised and modified to include more investigative activities, in order to improve pupils' understanding and use of mathematical vocabulary. The provision for information and communication technology (ICT) has improved since the last inspection, and pupils use their ICT skills well to support learning in other subjects. Pupils greatly enjoy the very good range of enrichment activities, which extend their knowledge and personal development well.

### **Care, guidance and support**

#### **Grade: 2**

The school is a very caring community where pupils' welfare is a high priority. Children are looked after well and support is extended to their families. Child protection procedures are well established and all staff have received recent training. Arrangements for vetting staff are secure.

Academic guidance and support is good. Pupils have targets in English, mathematics and science. These help them to know what they need to focus on in order to progress. Marking also gives pupils a clear indication of what they have done well and what they could do to improve their work. The targets set for pupils with learning difficulties or social and behavioural needs are well-focused. The wide range of support and intervention programmes for these pupils enables them to make good progress in relation to their specific difficulties. Pupils with statements receive their full entitlement of support.

## Leadership and management

### Grade: 2

The school is accurate in its self-evaluation and appropriate areas for improvement are identified and tackled well. Subject coordinators are effective in bringing about improvements, especially in English and mathematics. A weakness in writing has been identified, particular of boys. The use of non-fiction texts and opportunities to write in different subjects, are providing a greater purpose and relevance for writing, which is appealing, especially to boys. A review of the mathematics curriculum has been effective. Teaching and learning have improved through regular monitoring. Development points are identified through classroom observations, and support and additional training opportunities provided. Regular progress meetings ensure that teachers are accountable for the progress pupils make. Governors are supportive of the work of the school. Regular reports enable them to monitor school improvements and the effectiveness of any actions being taken. The school works hard to engage the support of parents and carers for their children's learning and personal development. In the Foundation Stage, home visits by teachers and the family support worker provide vital contact with new parents and carers, and help children to settle quickly into school. 'Lads and Dads (and daughters)' sessions have proved popular. Good links with local schools provide opportunities to share classroom practice, curriculum development and leadership strategies.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

20 May 2008

Dear Pupils

Inspection of Riverview CofE Primary and Nursery School VA, Epsom, KT19 0JP

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with some of you during our visit and you were interesting to talk to, very polite and helpful. You spoke very enthusiastically about enjoying school and all of the things you take part in. Riverview is a good school.

We liked these things the most.

- Children in the Nursery and Reception get a good start to their time in school.
- You work hard and make good progress.
- You behave well and enjoy your lessons.
- The school supports you well when you have problems or find learning difficult.
- The school makes sure that you are safe and very well looked after.
- You have a very good range of clubs to choose from and go on lots of visits.
- You know the importance of eating the right things and staying fit and healthy.
- Your headteacher, staff and governors do a good job.

The school works very hard to make your learning more exciting. Some of you are carrying out investigations in science. This is a good way of learning by finding things out for yourselves. You need to do more of this to improve your knowledge and understanding of science.

Teachers are good at asking you questions and talking about your work with you. Although teaching assistants help you in your classroom activities, they also need to spend more time asking questions and discussing your work with you as a group. This will help you to understand even more about what you are doing.

Although you enjoy coming to school, some of you take too much time off. You must attend school regularly so that you don't fall behind in your learning.

We did enjoy visiting your school and watching you learn.

Yours sincerely

Peter Thrussell

Lead Inspector