

# Riverview C of E Primary and Nursery School

Inspection report

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<b>Unique Reference Number</b>	131072
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	360200
<b>Inspection dates</b>	10–11 March 2011
<b>Reporting inspector</b>	Julie Sackett

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 of pupils on the school roll</b>	226
<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>	7–8 May 2008
<b>School address</b>	Riverview Road West Ewell Epsom KT19 0JP
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## Introduction

This inspection was carried out by three additional inspectors. During the inspection, 13 lessons and 13 teachers were observed. Discussions were held with staff, governing body, parents and carers, and pupils. Inspectors observed the school's work, and looked at documentation including the school's improvement plan, policies, the tracking of pupils' progress and provision made for those pupils identified as having special educational needs and/or disabilities. In addition, questionnaires from 104 parents and carers, 30 pupils and 22 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The success of initiatives to bring about improvements to teaching, and subsequently to pupils' performance (with particular reference to the performance of middle- and higher-ability pupils in mathematics).
- The current rates of progress made by all groups of pupils, including those with special educational needs and/or disabilities, and with particular reference to progress in mathematics.
- The impact of leadership and management of staff on pupils' attainment and achievement.
- The impact of the school's provision for care, guidance and support on pupils' personal development, attendance and their behaviour overall.

## Information about the school

Riverview C of E Primary and Nursery School is an average-sized primary school. Pupils come predominantly from White British backgrounds. The remainder come from a range of ethnic heritage. Pupil mobility is higher than the national average. The proportion of pupils who speak English as an additional language is below the national average while the proportion of pupils with special educational needs and/or disabilities is in line with the national average. This includes a higher than average proportion of pupils with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is above average. The school offers extended services including a breakfast club and a children's centre, both of which are managed by the governing body. The children's centre was not inspected on this occasion. There is also a privately run after-school club on site. The school holds the Healthy Schools award and Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Riverview C of E Primary and Nursery School is a good school. The staff and the governing body are passionately committed to their school and work very well together as a team. Self-evaluation procedures are good so that the headteacher, senior leaders and governors have an accurate picture of the school's strengths and what needs to be improved. The issues identified for improvement during the last inspection have been addressed in full and have resulted in improvements in pupils' academic and personal development. For example, initiatives to increase opportunities for pupils to apply their science knowledge during investigations have been successful and have contributed to improved attainment in science. These factors indicate that the school's capacity to maintain improvement is good.

Interesting activities and a caring environment in the Early Years Foundation Stage mean that children begin to make good progress as soon as they arrive in school. The school builds well on this good start so that pupils continue to make good progress overall in a range of subjects, including mathematics and English, although progress is uneven between year groups. The school rigorously monitors the progress made by the pupils. This has enabled staff to identify potential underachievement and to intervene swiftly to give extra support where it is needed. As a result, attainment has risen steadily, although attainment in English and mathematics remains broadly average. Sometimes, pupils find it difficult to verbalise their thoughts and ideas and, as a result, pupils' skills in writing are less well developed than in reading and pupils find it hard to apply their mathematical knowledge in problem-solving activities. The school is very much aware of this and is actively addressing these issues, although the impact of the measures they are taking is yet to be fully embedded.

Teachers plan their lessons carefully to meet the needs of individuals and groups and ensure that pupils remain focused and engaged. The school is particularly successful in developing pupils' positive attitudes to learning so that classroom relationships are purposeful and productive. That said, there is some satisfactory teaching where, typically, pupils are not involved in their learning so that they lose interest and progress is slower. Teachers' marking is conscientious and thorough and their comments on pupils' work are detailed and informative. Where progress is uneven, teachers do not always check pupils' understanding and progress well enough during lessons so that they can adapt the pace and nature of activities if necessary. Pupils benefit from a broad and balanced curriculum which includes a good range of enrichment activities and well-attended after-school clubs. As yet, pupils do not have

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enough opportunities to make links between different subject areas and to develop their writing and mathematics skills through tasks based on their wider experience of learning.

The school's strong Christian ethos, along with the outstanding quality of the care, guidance and support for pupils in the school, makes a substantial contribution to the highly inclusive atmosphere and to pupils' positive development. The school is very successful in meeting the needs of pupils whose circumstances make them vulnerable. This is particularly evident where pupils have social, behavioural and emotional needs. Staff successfully foster close links with parents and carers and specific support is carefully tailored to individual needs. Several parents and carers commented on how easy they found it to approach members of staff about a query or a concern and one parent commented, 'The message from the school is "my child matters – her enjoyment of school matters and her learning matters".'

Pupils acquire an excellent awareness of how to develop a healthy lifestyle and this is reflected in their enthusiastic participation in the daily 'Activefit' sessions, their sensible and well-developed understanding of what constitutes a balanced diet and in the school's awards, including Healthy Schools and Activemark. Older pupils show great curiosity and interest in their own experiences and beliefs as well as those of other people. They think deeply about challenging ethical and religious concepts, and their responses and ideas are thoughtful and often highly perceptive so that spiritual, moral, social and cultural outcomes are excellent. For example, in an outstanding Year 6 lesson, all pupils responded well when the teacher asked them to think about sophisticated moral and religious concepts when considering the story of 'Adam and Eve' and the consequences of our actions.

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

- Accelerate pupils' progress by ensuring that teaching is consistently at least good by:
  - maintaining a good pace of learning throughout all lessons
  - providing pupils with more opportunities to play an active part in lessons through discussing their learning and explaining their thinking
  - checking pupils' learning and understanding regularly during the course of lessons in order to modify activities in response to pupils' differing needs.
  
- Raise attainment in writing and mathematics by:
  - ensuring that pupils have opportunities to verbalise their thoughts and ideas in lessons
  - increasing opportunities for pupils to apply their English and mathematics skills in meaningful and relevant ways across the curriculum.

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## Outcomes for individuals and groups of pupils

**2**

Children enter school with skills and understanding that vary but which are usually well below those typical for children of this age. All groups of pupils, including potentially higher-attaining pupils and those with special educational needs and/or disabilities, achieve well and enjoy their learning, although there is some variation in the progress they make as they move through the school. Although the most recent test results showed a dip in attainment in some areas, the school’s thorough analyses of tracking data, combined with evidence gained in lesson observations during the inspection, indicate that attainment has improved. Pupils are polite and welcoming and are keen to do well, as shown by their improving attendance. They are most highly motivated when they are actively involved in learning, have a clear understanding of what is expected of them and are given a purpose for their learning. For example, in a challenging English lesson in Year 5, pupils made outstanding progress in their writing, as illustrated by one pupil’s work: ‘Slowly I turned around, praying that it wouldn’t be them, my heart thudding so hard that I could almost hear it.’ However, this outstanding progress is not a consistent feature of all lessons. Pupils say they feel safe in school, although the slightly unpredictable behaviour of one or two pupils with specific difficulties can be unsettling for a very few pupils. Observations during the inspection confirmed that pupils get on very well together and behave well in lessons and around school. Pupils are proud of the contributions they make to the school and their opinions and ideas are taken seriously.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Teachers have good working relationships with, and high expectations of, their pupils. Most lessons proceed at a brisk pace and include a range of activities which engage pupils with different levels of ability. In a few lessons, however, pupils do not have enough opportunities to learn for themselves and can become too passive. Teaching assistants are well deployed, not only to support particular groups and individuals, but also to observe and record their learning during whole-class sessions. Pupils know their individual targets and what they need to do to reach them. A strong emphasis in the curriculum on English and mathematics is helping to raise attainment. The curriculum is enriched well with a range of visits and visitors and this helps pupils to develop understanding and respect for people with different backgrounds and beliefs. Displays are used imaginatively to celebrate pupils’ artwork and to support learning. Pupils are known and treated as individuals and staff know and look after pupils extremely well. The family support worker’s role is highly appreciated by parents and carers and makes a significant contribution to the well-being of pupils and their families. There are many striking examples of where the school has worked extremely well with pupils, their families and outside agencies to help remove barriers to learning. This commitment is reflected in one parent’s comment, ‘The school has taught a number of gypsy children, including my own. It’s a shame there’s no extra merit given because, when providing for gypsy children’s educational needs, the need to educate the whole family is common. All at Riverview do this so well.’ Pupils who attend the breakfast club benefit from a very positive start to the school day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, ably supported by her senior staff and by the governing body, has very successfully established a shared ethos of strong care for individual pupils combined with high expectations. Discrimination is not tolerated and the allocation of additional support to help pupils do as well as they can reflects the school’s good promotion of equal opportunities. Challenging targets are used well and, together with accurate school improvement planning, represent a good tool to maintain high expectations and sustain the drive for improvement. Members of the governing body are closely involved with the school and provide a good level of support and

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challenge. Safeguarding procedures (the care and protection of pupils) are well developed and regularly checked. The contribution the school makes to community cohesion is good. Clear actions are in place to promote pupils’ understanding from a local and national perspective very well with plans made to extend pupils’ understanding of the international community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Adults have very successfully established a warm and welcoming environment so that children settle quickly. While there is some unevenness in the progress made by children as they move through Early Years Foundation Stage, they make good progress overall, particularly in the development of early writing skills and in the development of self-esteem and confidence, so that attainment at the end of Early Years Foundation Stage is just below national averages. Staff make good use of observations to monitor children’s progress and to plan ‘next steps’ in learning to build on their understanding and experiences, although there is some variation in the quality of planning and its effectiveness across Early Years Foundation Stage. The use of free-flow between the indoor and outdoor areas successfully encourages the growth of children’s independence and the development of personal preferences. Children behave well, although, at times, their attention wanders when they are kept for too long on the carpet. The leadership has an accurate view of the strengths of the setting and of areas for improvement. Initiatives have been successful in securing a year-on-year improvement in children’s attainment, particularly in their early writing skills and in developing children’s knowledge and understanding of the world around them.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most of the parents and carers who returned questionnaires felt that their children enjoyed school and made enough progress. A very small minority of parents and carers felt that their children did not make enough progress. Inspection evidence indicated that pupils make good progress overall but recognised that there was some unevenness in the progress pupils made across the school. Parents and carers consider teaching to be good and believe that the school manages behaviour well. A very small minority believe that the school does not deal effectively with unacceptable behaviour. Inspection evidence shows that the school responds well to any incidents of challenging behaviour. Inspection evidence confirms parents' and carers' positive views of the leadership and management.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Riverview C of E Primary and Nursery to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	56	42	40	1	1	3	3
The school keeps my child safe	69	66	31	30	2	2	1	1
The school informs me about my child’s progress	70	67	32	31	1	1	1	1
My child is making enough progress at this school	64	62	31	30	5	5	2	2
The teaching is good at this school	60	58	41	39	2	2	0	0
The school helps me to support my child’s learning	66	63	33	32	4	4	0	0
The school helps my child to have a healthy lifestyle	61	59	38	37	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	47	46	44	2	2	0	0
The school meets my child’s particular needs	60	58	40	38	1	1	1	1
The school deals effectively with unacceptable behaviour	46	44	44	42	9	9	2	2
The school takes account of my suggestions and concerns	54	52	44	42	3	3	0	0
The school is led and managed effectively	58	56	42	40	1	1	0	0
Overall, I am happy with my child’s experience at this school	66	63	34	33	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 March 2011

Dear Pupils

**Inspection of Riverview C of E Primary and Nursery School, Epsom KT19 OJP**

Thank you for the warm welcome you gave to inspectors when we visited your school recently. We all enjoyed meeting you and listening to what you had to say.

We agree with you and your parents and carers that Riverview is a good school. Adults in school take very good care of you so that most of you feel safe. You are making good progress and working hard to do your best so that, by the time you leave school, you are doing as well as pupils in most other primary schools. In many of your lessons, the teaching is good which helps you to learn well. Adults work well with you to give you helpful support. Your teachers mark your work carefully. You carry out your positions of responsibility sensibly and reliably, and most of you behave well. We were impressed by how well you lead healthy lifestyles. Your headteacher and others who help her to run the school are still trying to make things as good as possible and have good ideas about what needs to be done.

We have asked the school to do two things to help you improve further.

- Make sure you make even better progress in every year group so that standards in English and mathematics are even higher by the time you leave school.
- Make sure your teachers help you to do this by giving you the chance to use your writing and mathematics skills in different subjects; checking how well you understand your learning during lessons; always making sure that you are involved in your learning; and giving you lots of opportunities to talk about and explain your thinking.

All of you can help by always behaving well and by making sure you go to school every day.

Yours sincerely

Julie Sackett

Lead inspector

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