



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Riverview Church of England Voluntary Aided Primary School

Riverview Road
West Ewell, Epsom,
Surrey KT19 0JP

Previous SIAS grade: Outstanding

Current SIAMS grade: Good

Diocese: Guildford

Local authority: Surrey

Dates of inspection: 15 March 2016

Date of last inspection: 31 March 2011

School's unique reference number: 125199

Headteacher: Mercy Atkins

Inspector's name and number: Andrew Rickett 201

School context

Riverview is smaller than the average size primary school with 219 pupils on roll. The number of pupils with learning difficulties and/or disabilities is slightly above the national average. The majority of pupils are from a white British heritage but the numbers who speak English as an additional language is above the national average. The socio-economic backgrounds of children are diverse. Pupils enter the school with low starting points compared to those nationally. Attendance is below the national average. There is a Children's Centre on site which provides day care.

The distinctiveness and effectiveness of Riverview as a Church of England school are good

- Explicit Christian values make a valuable contribution to the pupil's personal development.
- Acts of worship enable pupils to reflect on what faith means to them.
- Leaders and managers ensure that the school's Christian ethos continually evolves to meet the needs of the whole school community.

Areas to improve

- Develop innovative areas both within school and the outside environment for pupils to have space for quiet reflection.
- Develop opportunities for pupils to be more involved in what they learn from religious education (RE) so that they acquire a deeper understanding of the concepts they study.
- Develop the skills and abilities of leaders and managers, including governors, to effectively monitor and evaluate the impact of the overall Christian distinctiveness.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Five core values are used by pupils and adults in the school community on a daily basis to understand relationships, impact on behaviours and help in making right choices. Acts of worship explicitly promote the Christian foundation of these values rooted in Bible teaching. Pupils are aware of these roots and explain how the values link to stories that Jesus told. Love, respect, trust, forgiveness and hope are all understood by pupils who can articulate how they help them in their lives both within school and outside. For example, older pupils appreciate that hope is not a wish list for things they want but more aspirations for their future. They know that hope for themselves is a good thing but that hoping for others is 'somehow better'. They understand how hope can be linked to trust and that all of their values are ultimately about love. Sometimes, the ability for pupils to see the connections between the values is not clear. They feel strongly that their values help them to have a 'good life' so that they 'will be happy'. Pupils say that they are happy at school because teachers look after them and make sure that they learn. Current data suggests that overall pupils' attainment is broadly in line with national expectations although this fluctuates at times. Relationships are a strength of the school. Pupils say that they make good friends and 'get on well with each other'. Some work has begun by staff to develop a shared understanding of spirituality but this is still at an early stage. The use of 'circle time' in particular provides opportunities for pupils to share their views openly and to reflect on the opinions of others. They do so with respect and a trust that what they say will be listened to by others without criticism. Pupils have good opportunities to learn about other cultures and faiths, and because this is an important part of the school community, understand the need to try and appreciate other people's views and beliefs.

The impact of collective worship on the school community is good

Collective worship makes a valuable contribution to the promotion of explicit Christian values. Acts of worship are the main way through which the school's ethos is developed. Themes are well planned and based on the core values and delivered through Bible stories. These are supplemented by teaching of the major festivals in the church year such as Lent and Easter. Pupils have a good understanding of these festivals and why they are celebrated by Christians. Pupils are developing a good understanding of how their core values can make an impact on the choices they make. For example, younger pupils explain that, when referring to breaking promises, 'you can fix something if you have broken it' and that 'God will forgive you when you have fixed it'. Pupils have a good understanding of the purpose of prayer in the life of the school and how it can support them. They respond with respect and appropriate reverence to prayer. The school is currently developing prayer spaces in the school but these have not yet included a wide range of opportunities for pupils to explore ways that can support them in how they want to reflect. Pupils are developing an understanding of the nature of the Trinity. They are confident to express their thoughts about God in heaven 'looking after them' and Jesus, also in heaven 'but somehow alive' but, 'how they do that at the same time, and are here as well, is all a bit of a mystery'. Foundation governors carry out regular visits to observe worship and complete records from a variety of different types of worship. The school has started to involve parents in these valuations following their visits to class acts of worship. There are less examples of monitoring of worship that includes regular feedback from pupils.

The effectiveness of religious education is good

Standards in RE are broadly in line with national expectations by the time pupils leave the school at the end of Year 6. They make expected progress across the school. They acquire a secure subject knowledge which is increasingly being applied so that pupils learn from their studies. Lessons are well planned with clear links to learning outcomes that identify what the pupils should be expected to achieve. The introduction of new Diocesan Guidelines in September 2015 is still in the process of being implemented and staff are developing their understanding of how best to adapt their approach to teaching and learning in order to most effectively deliver the new units of work. They have not yet struck a balance between

delivering the expectations of the RE guidelines and ensuring that learning focuses on engaging pupils at a challenging level. The introduction of these guidelines means that teachers are currently developing the most effective way to assess pupils' progress and attainment against the expectations of the guidelines. This is ongoing and school leaders have a good understanding of how to proceed to develop assessment that has purpose for teachers and is meaningful to pupils. The RE leader is committed to the subject and ensures that it has a high profile in the overall curriculum. She is aware of latest developments through regular attendance at courses and training opportunities and therefore has a good grasp of what needs to be done to continue to develop RE.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher has ensured that the school's distinctive Christian ethos continues to evolve to meet the needs of the community the school serves. She is well regarded by all members of the school community because they see that she puts the needs of children first. With the appointment of a number of new staff the headteacher is maintaining a central focus on values delivered through collective worship, and increasingly as part of the pupils' learning. The headteacher is committed to the promotion of the Christian ethos and has a clear grasp of how it can develop further. She is fully supported in this by other senior leaders and the governing body. Together they have a good capacity to move the school forward. Self-evaluation of the impact of the Christian ethos is realistic and based on a secure understanding of the expectations of the current inspection framework. Evidence to support the school's evaluation is not yet sufficiently robust because not all leaders including governors, have acquired the skills to gather high quality evidence that identifies strengths and areas for improvement. Links with the local church are seen by pupils as an integral part of being a church school. They regard the church as their own. Parents too say that the times when the school celebrates festivals at the church are part of belonging to the school community. The regular involvement of the 'Open the Book' team, with members from a number of local churches, is enjoyed by the school and an example of the commitment from local churches to contribute to the life of the school. The vicar, recently appointed, contributes to the life of the school through membership of the governing body, leading acts of worship and contributing to RE lessons. He sees that his pastoral role as an important aspect of the work he does with the school. Parents say that the school has the right balance between promoting core Christian values and being inclusive. They feel that the values help their children to understand relationships and making the right moral choices in life. The school meets the statutory requirements for RE and collective worship.

SIAMS report March 2016 Riverview CE VA Primary School Epsom KT19 0JP