

Tadcaster, Riverside Community Primary School

Wetherby Road, Tadcaster, North Yorkshire, LS24 9JN

Inspection dates 24–25 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress. Attainment is above average in English and mathematics by the end of Year 6.
- Each year, standards improve. Standards are particularly high in reading.
- The school was in the top 20% nationally in 2012 for adding value to pupils' learning in mathematics.
- Disabled pupils and those with special educational needs do as well as other pupils because they are given the right sort of help in lessons.
- Good leadership of teaching has made teaching better since the previous inspection. It is now good and a few lessons are outstanding.
- Pupils are keen to learn. Their attendance is above average.
- Pupils feel very safe. They say that there is always an adult to turn to should they have any worries.
- Good leadership, management and governance have made the school much more successful.
- Leaders, managers and governors contribute significantly to raising teaching quality. Pupils' achievement is securely good as a result.
- The Riverside Care Club provides good before- and after-school care. It contributes to the school's welcoming, happy, family atmosphere.
- Pupils sing exceptionally well and are currently working with professionals on choral projects.

It is not yet an outstanding school because

- Teaching is not yet outstanding. Teaching does not always ensure that the work for more-able pupils is hard enough and makes them think for themselves.
- Teachers do not make full enough use of the outdoor learning environment in the Early Years Foundation Stage.

Information about this inspection

- The inspectors observed 21 lessons or parts of lessons taught by 16 teachers. They also watched teaching assistants teach small groups in most classes and the learning mentor work with pupils who needed extra help with their reading.
- The inspection team observed lessons when pupils were taught how letters and sounds link together (phonics) and 'guided reading' lessons when they heard pupils read and discuss books.
- The inspectors sampled pupils' English and mathematics books in Years, 3, 4, 5 and 6 to check the standards of their work and how much progress pupils had made since the start of term.
- In addition, two groups of pupils from Year 6 showed two inspectors their writing and their work in mathematics. They talked about the books they liked to read and discussed what helped them to learn generally and what they found difficult.
- The inspectors held meetings with three groups of pupils, including school council members. They also held meetings with the headteacher, staff, the vice-chair of the governing body and a representative from the local authority.
- The inspection team looked at a range of documentation supplied by the school. This included information relating to safeguarding, data on pupils' progress and attainment, the school's evaluations of teaching and its future plans.
- The inspection took account of 90 parents' views in the on-line questionnaire (Parent View), letters written by parents and a telephone conversation with a parent.

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Peter Jones

Additional Inspector

Barbara Martin

Additional Inspector

Full report

Information about this school

- This school is much larger than the average sized primary school.
- It provides flexible nursery provision including a lunchtime nursery club.
- The Riverside Care Club, run by the governing body and senior leaders, provides before- and after-school care, including meals, from 7.30am until 6pm.
- Almost all pupils are White British.
- The proportion of pupils eligible for the pupil premium (additional funding in this school for pupils known to be eligible for free school meals) is low.
- The proportion of pupils supported through school action is below average, as is the proportion of pupils supported through school action plus.
- An above average proportion of pupils have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- In order to make teaching outstanding, teachers should consistently:
 - make sure that teaching methods make more-able pupils think hard for themselves and are at the right of level of difficulty to challenge them and allow them to make at least good progress
 - raise their expectations of the quality of more-able pupils' writing so that they write more expressively in a wider range of writing styles
 - use lesson time more effectively so that pupils access appropriate tasks as soon as they are ready to do so
 - give pupils more opportunities to learn collaboratively and through enquiry and first-hand experiences, especially in Years 3, 4 and 5
 - provide opportunities for all pupils to amend, correct and edit their work so they do not repeat mistakes.
- Make full use of the outdoor learning environments in the Early Years Foundation Stage so that children access a full and rich curriculum throughout the day that challenges them to think.

Inspection judgements

The achievement of pupils is good

- Pupils, including those who are supported through school action, school action plus or who have a statement of special educational needs, achieve well. They make good progress at each stage of their education from their different starting points.
- This is because staff have regular meetings with pupils to check that they are making rapid progress. They make sure that those with complex needs have the right type of help, including support from learning mentors, to enable them make progress at a similar rate to the others.
- Pupils who are known to be eligible for the pupil premium make good progress. In the 2012 national tests at the end of Year 6 they did as well as pupils who are not known to be eligible for free school meals. This is because they have extra tuition in small groups, as well as specific teaching to make sure that they fill any gaps in their learning. Consequently, the attainment gap for these pupils is closing.
- Typically, almost all pupils, including those who are known to be eligible for the pupil premium and those supported at school action and school action plus, reach the level expected in national tests at the end of Year 6 in English and mathematics. A significant proportion of pupils do better than this.
- Pupils read very well for their age and about one eighth of them are working at secondary school level in mathematics. The school, therefore, promotes equality of opportunity successfully and tackles discrimination well.
- Children in the Early Years Foundation Stage make good progress. They learn new skills quickly, especially in learning how letters and sounds link together (phonics) and early number work. They concentrate for long periods of time and have good social, creative and physical skills. Their learning slows outdoors because there is less to do and the activities do not challenge them to think and work things out for themselves.
- Pupils make rapid progress in reading. Younger pupils have good phonic knowledge and sound out unfamiliar words confidently. By Year 6, most pupils are fluent, avid readers who talk animatedly about favourite authors. They skim read competently for information, quickly grasping the subject matter.
- Pupils write well and clearly enjoy writing. By Year 2 they write independently. By Year 6, most pupils' writing is clearly above average. It is fluent and very largely accurate. However, the more able pupils' writing skills are not extended as much as they should be. Their sentences are predictable in style and expression because they do not know how to vary them for tone and impact in a wide range of writing styles.
- It is a different picture in mathematics where more-able pupils are clearly challenged to work at a very high level. This results in fast progress as they strive to meet their teachers' high expectations. Average and lower-attaining pupils achieve equally well as they too make rapid progress because the work is pitched at the right level for their capabilities.

The quality of teaching is good

- Most teaching is good with examples of outstanding practice. A small proportion is uneven, varying in quality between good and needing improvement.
- In the best lessons, teachers give pupils plenty of time to work independently on suitably challenging tasks. In these lessons, teachers' extremely good subject knowledge means they teach pupils how to use different strategies, draw conclusions and move on to new learning quickly.
- For example, in mathematics lessons in Year 6, lower-attaining pupils manipulated negative numbers capably because they had been taught well to understand number patterns and place value. More-able pupils made rapid progress in calculating problems involving fractional quantities because they had been taught to work systematically and methodically. They gleefully

chanted, 'We double check all our working out!'

- Teaching in Years 1 and 2 gives pupils ample time to learn through exploration and discovery. This means that pupils tend to work at a good rate, concentrating well on specific learning points. In Years 3, 4 and 5, teaching tends to be more formal, giving pupils few opportunities to work collaboratively. Opportunities are sometimes missed for pupils to discuss and find things out for themselves or to learn through first-hand experiences.
- In good lessons, teachers carefully select methods, such as paired discussions or pupils starting tasks at different points, so they do not waste any learning time. Pupils say, 'A lot of work is crammed into the lesson so it feels a lot longer. We like to learn a lot.'
- In a few less successful lessons, more-able pupils sometimes mark time as the teacher conscientiously goes through teaching points again because a few pupils have not quite grasped what they need to do.
- Strengths in teaching include good questioning and varying the pace and content of lessons so that pupils learn with enjoyment. Good relationships in all classes mean that pupils confidently ask and answer questions and say when they need extra help. Teachers ensure that pupils use their literacy and numeracy skills in different subjects.
- The teaching of reading is a strength across the school. Phonics and guided reading sessions are productive and successfully teach pupils a wide range of different skills while struggling readers have intensive individual support.
- The teaching of writing, especially to more-able pupils, is less precise. Teachers tend to accept more-able pupils' writing at face value rather than extending their skills further in a wide range of different writing contexts.
- Teachers mark pupils' work conscientiously and often give valuable advice. However, they give pupils comparatively few opportunities to amend, correct or edit their work. Consequently, pupils tend to repeat mistakes.

The behaviour and safety of pupils are good

- Pupils arrive promptly to lessons and quickly settle to work. They concentrate for long periods of time and work reasonably hard. Older pupils especially enjoy mathematics lessons because, 'We go through it step by step and then learn it for ourselves. This helps us to work out problems in real life.'
- Pupils like their teachers, saying, 'They help you if you get stuck on anything. It's individual and they put you in a focus group if you need help.'
- Pupils agree, 'In our school, we don't really have bad behaviour.' They also agree that 'sitting on the carpet too long makes pupils silly.' Behaviour in lessons is usually good but at lunchtimes it can be a little boisterous. School council members work closely with senior staff to promote school improvement and community recycling projects.
- Bullying is very rare. The school council created the 'anti-bullying charter' which everyone signed. Bullying declined thereafter, as confirmed in the school's behavioural records. Pupils feel safe and are confident that they could turn to any adult in school to help them if they had any worries.
- Pupils know about the different forms of bullying, including cyber-bullying. They are adamant that there is no homophobia or racism in their school. The school's records confirm this to be true.
- The Riverside Care Club makes a good contribution to pupils' social skills. Pupils enjoy playing pool, for example, with their friends or sharing construction materials. The calm, friendly, relaxed atmosphere helps pupils with emotional or behavioural difficulties. Pupils follow the same rules in the club as they do in school and receive similar rewards. They respect the staff and thoroughly enjoy their time there.
- In addition to the chamber choir, all Year 6 and many of Year 5 pupils sing in the main choir.

They set an excellent example to younger pupils. The high quality of music-making has a profound impact on pupils' spiritual, moral, social and cultural development.

The leadership and management are good

- The school has improved considerably since the previous inspection because of good leadership and management. It provides a safe and secure environment for staff and pupils to work productively.
- Leadership and management are not yet outstanding, despite clear strengths in the headteacher's measured yet rigorous approach. This is because the recently re-structured senior leadership team is only just coming into its own in terms of leading and managing improvements. It has yet to fully secure consistently high quality teaching and learning in every class.
- Nonetheless, the leadership of teaching is good. The school's records show that teaching has improved due to effective performance management and regular pupil progress meetings. Successful teachers are rewarded and where teachers' performance requires improvement it is tackled. Consequently, staff are held to account for the progress their pupils make.
- Whole-school initiatives over the past two years to improve reading and mathematics are clearly successful. School improvement planning shows that writing and developing the outdoor learning in the Early Years Foundation Stage are next on the list.
- Pupil premium funding is used well to provide extra support for this group of pupils. They achieve well as a result.
- The Riverside Care Club is well led and managed. It has an appreciable impact on pupils' well-being and the school's friendly, family atmosphere.
- The local authority gives basic support to this good school, as and when it is requested.
- **The governance of the school:**
 - Governance has improved considerably since the previous inspection. Governors have a full understanding of data and how it relates to pupils' progress. They keep a close eye on the impact of any spending, including the pupil premium funding. Governors canvassed staff opinion as part of their self-evaluation. They responded positively to the criticism that they seemed a bit remote and have worked on raising their profile in the school. Consequently, governors go into lessons, look at teachers' planning and accompany staff on 'learning walks' so they have a thorough knowledge of what goes on in school. They keep themselves up to date. They make sure that staff and pupils are safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121466
Local authority	North Yorkshire
Inspection number	402026

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	The governing body
Chair	Ian Butler
Headteacher	Ian Yapp
Date of previous school inspection	30 November 2009
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