

River View Primary and Nursery School

Inspection report

| | |
|--------------------------------|-------------------|
| Unique Reference Number | 135281 |
| Local Authority | Staffordshire |
| Inspection number | 360713 |
| Inspection dates | 7–8 February 2011 |
| Reporting inspector | David Driscoll |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 290 |
| Appropriate authority | The governing body |
| Chair | Kevin Downing |
| Headteacher | Christine Bell |
| Date of previous school inspection | Not previously inspected |
| School address | Suffolk Road Burton-on-Trent DE15 9HR |
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Introduction

This inspection was carried out by three additional inspectors who observed 23 lessons taught by 11 teachers. Inspectors held meetings with groups of pupils, staff and members of the governing body. Inspectors observed the school's work and looked at records of pupils' progress and attendance, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by staff, pupils and 43 parents and carers.

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

- Is teaching being improved, especially in Years 3 and 4, so that underachievement can be tackled and attainment raised?
- Are procedures for evaluating outcomes providing the school's leaders, including members of the governing body, with a sufficiently clear picture of the school's strengths and weaknesses so that areas for improvement can be tackled and suitably challenging targets can be set?
- Are actions to improve attendance proving effective, especially in reducing persistent absenteeism?

Information about the school

The school opened in September 2009 following the amalgamation of separate infant and junior schools. The school is a larger than average sized primary school. A high proportion of pupils is known to be eligible for free school meals. Most pupils come from a White British background, although the number from Eastern European countries is increasing. The proportion who speak English as an additional language is now above average. The proportion of pupils with special educational needs and/or disabilities is average, although the proportion with a statement of special educational needs is below average. A newly qualified teacher joined the Nursery to cover a maternity leave approximately three weeks before the inspection.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Despite making a good start in the Early Years Foundation Stage, pupils' progress is inadequate because they underachieve in Years 3 and 4. Progress improves in Years 5 and 6, but it is not sufficient to prevent attainment being low when pupils leave the school. More than one in four of the pupils in Years 3 to 6, responding to the questionnaire, said that they do not enjoy school. The curriculum does not meet their needs and interests. The curriculum meets statutory requirements, but there are too few links between subjects to enable pupils to practise the skills they have learnt in their English, mathematics and information and communication technology (ICT) lessons.

There are examples of outstanding teaching in the school, but the teaching in approximately one in three lessons observed during the inspection was inadequate. In the poor lessons, pupils are given undemanding tasks because teachers do not have sufficiently high expectations of them. Pupils start the lesson with enthusiasm but soon become disengaged by the way that tasks are presented and the slow pace. One by one, they lose concentration and a few start to misbehave, disrupting the learning for others. Outside lessons, behaviour is satisfactory in response to the sound guidance that pupils receive on how to conduct themselves. Pastoral care is particularly supportive of those whose circumstances may leave them vulnerable to harm. The school works well with other agencies to support those with particular needs and can point to significant improvements in the attitudes or achievement of individuals as a result of such partnerships. Actions to improve attendance are proving successful and persistent absenteeism is reducing. However, the improvement is slow, and attendance remains low, because the actions are not put in place until a pupil's attendance falls to 85%.

After amalgamation, the school's leaders and managers, including the governing body, worked to integrate staff into a team. This work has been effective. However, monitoring of teaching and learning through lesson observation was delayed, despite leaders' awareness of the deficiencies in pupils' progress. Subsequent checks on lessons have not always been accurate enough to paint a clear picture of the weaknesses in teaching and learning, leading to weak self-evaluation. Actions taken have not been sufficiently robust and the school's capacity to improve is inadequate.

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

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What does the school need to do to improve further?

- Improve the progress made by pupils and raise attainment to at least the national average by July 2012 by ensuring that teachers consistently:
 - have high expectations of what pupils can achieve
 - set work that is appropriately matched to pupils' abilities
 - move learning on at a brisk pace.
- Improve pupils' enjoyment of, and behaviour in, lessons by:
 - providing a curriculum that is more closely matched to their interests
 - setting tasks in stimulating and engaging contexts
 - providing pupils with greater opportunities to use and apply their basic skills in a range of subjects.
- Increase the rate at which the school improves by ensuring that leaders and managers, including the governing body, take swift and decisive action to deal with weaknesses as soon as they are identified through accurate and robust monitoring of teaching and learning.
- Improve attendance to at least 94% by July 2011 by raising the criterion for intervention to 90%.

Outcomes for individuals and groups of pupils

4

Pupils' achievement is inadequate and a relatively high proportion do not enjoy coming to school. Pupils' attainment is broadly average on joining Year 1 and remains so at the end of Year 2 as a result of the steady progress they make in Key Stage 1. However, their subsequent underachievement means that a minority leave Year 6 ill-equipped for the next stage of their education. This pattern is true for all groups of pupils, including those who speak English as an additional language or who have special educational needs and/or disabilities.

Pupils demonstrate a good capacity to reflect on spiritual matters and get on well with one another. They show concern for the welfare of others, as demonstrated when a pupil became ill and was immediately cared for by an older pupil. They have a clear understanding of right and wrong and know how to behave. However, they are unable to sustain their patience for long periods in lessons where they are inactive and this is when behaviour becomes inadequate. It was clear from the lessons observed that pupils relish challenging tasks. When these were provided, their concentration was total and they showed great pride in their work. In a minority of lessons though, they become inattentive and frustrated when they just have to sit and watch the teacher. A few rest their heads on the table while others become actively disruptive. Parents, carers and pupils all raised concerns about behaviour in the school.

Most pupils feel safe at school and their parents and carers agree this is so. Pupils have someone to turn to in school in whom they have confidence. They have a satisfactory understanding of how to lead a healthy lifestyle and a good proportion take part in sporting activities.

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

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 4 |
| Taking into account: | 4 |
| Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 4 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 4 |
| The extent to which pupils feel safe | 3 |
| Pupils' behaviour | 4 |
| The extent to which pupils adopt healthy lifestyles | 3 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 4 |
| Taking into account: | 4 |
| Pupils' attendance ¹ | 4 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

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

How effective is the provision?

There is significant variation in the quality of teaching across the school, especially in teachers' expectations of what their pupils can achieve. While pupils in Year 6, for example, were asked to describe a beach scene in single words, much younger pupils were writing their own play script with accurate punctuation. Pupils who speak English as an additional language are often well supported by teaching assistants, or helped by their friends, during tasks. However too often they, like other pupils, have to sit and listen to the teacher rather than being active learners. Work is assessed accurately, but the results are not always used to plan work that moves pupils on in their learning.

Pupils have too few opportunities to apply and develop their basic skills across a range of subjects. As a result, not all pupils are able to see the relevance of what they are learning. There is a satisfactory range of extra clubs and activities on offer, with the Eco Club being very well attended. The breakfast club provides a safe and secure environment, which is appreciated by the pupils who attend. Staff have a good understanding of the pupils' backgrounds. Those pupils whose circumstances make them vulnerable are closely monitored and the school is quick to take actions to support them whenever necessary. Comprehensive arrangements are in place to help pupils settle quickly to life in school and to assist them in their move between classes.

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

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 4 |
| Taking into account: The use of assessment to support learning | 4 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 4 |
| The effectiveness of care, guidance and support | 3 |

How effective are leadership and management?

The school's leaders analyse data on pupils' progress well. This provides them with a clear picture of which classes pupils do well in and where they underachieve, so that appropriate priorities for improvement are identified. However, such information has not been used effectively to drive improvements in teaching or ensure that all teachers are equally ambitious for pupils' achievement. High levels of support have been provided for individual members of staff but subsequent checks on teaching, aimed at ensuring that improvements are secure, often fail to link a teacher's actions with their impact on learning. Consequently, the school's leaders have the impression that teaching has improved when this is not the case. The governing body is aware of the issues facing the school, but has not challenged leaders to explain why apparent improvements are not resulting in better achievement. The role of the governing body in evaluating the quality of provision is limited. Targets for improvement are not sufficiently challenging and have not been met. Finances are well under control but the school's failure to ensure pupils receive an adequate education means that it is not providing value for money.

Most other aspects of leadership and management are satisfactory. Arrangements for safeguarding pupils meet requirements. Good steps have been taken to tackle racist behaviour and the school has been effective in promoting access for the disabled. Other aspects of promoting equality, such as addressing forms of discrimination other than racism, are satisfactory. There are no significant differences in the performance of the different groups in the school. The school has carried out a very good audit of its needs in terms of providing for community cohesion. Well-considered actions have been taken to make this a key area of the curriculum. However, the school has been frustrated in its attempts to forge links with schools that would provide pupils with greater engagement with others from backgrounds different from their own.

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

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| Taking into account: The leadership and management of teaching and learning | 4 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 4 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 4 |

Early Years Foundation Stage

Children join the Nursery with knowledge, skills and understanding that are well below the levels expected for their age. They make good progress in all areas of learning, although this is currently better in the Reception classes, where the staff are more established, than in the Nursery. Attainment in communication, language and literacy lags behind other aspects because these are the weakest areas on joining the Nursery. However, progress is equally good in this aspect of learning as in all other aspects because every opportunity is taken to encourage children to speak clearly and develop the early skills of writing and letter recognition. Boys do not do quite as well as girls but this is being addressed through well-thought-out actions and the gap is closing rapidly. Children of all backgrounds play together well. They sustain their concentration and behave well, quickly responding to adults' guidance and instructions. Adults provide good role models for children's personal development, especially in demonstrating how important it is for everyone to respect each other.

Children are happy in the safe and secure environment. Regular assessments are used well to plan lessons that move children on in their learning. There is a good balance between activities that are led by the teacher and those chosen by the children themselves, with ample opportunity for children to move between the indoor and outdoor areas. Staff work well as a team and are well deployed to support groups and individuals. They provide consistently good information to parents and carers. Checks on teaching provide an accurate picture of where strengths and weaknesses lie. These are picked up in the development plan, although the expected impact of actions taken on children's learning is not always made clear. Good progress has been made in setting up clear procedures and consolidating good practice since the school was opened.

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

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

Relatively few parents and carers responded to the questionnaire. The concerns of those who responded are endorsed by the inspection evidence and are supported by the inspection team, particularly in relation to behaviour. A few expressed concerns about bullying but also feel that it is usually dealt with effectively. These concerns were investigated by inspectors. Inspection evidence indicates that bullying does take place but it is taken seriously and, in the main, tackled effectively. Most parents and carers feel that teaching is good and that pupils make good progress. However, when inspectors observed lessons, they found that there are inadequacies in teaching that are the root cause of the poor behaviour and this limits pupils' progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at River View Primary and Nursery School 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|----|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 21 | 49 | 14 | 33 | 6 | 14 | 2 | 5 |
| The school keeps my child safe | 24 | 56 | 14 | 33 | 2 | 5 | 1 | 2 |
| My school informs me about my child's progress | 19 | 44 | 19 | 44 | 4 | 9 | 1 | 2 |
| My child is making enough progress at this school | 23 | 53 | 17 | 40 | 1 | 2 | 2 | 5 |
| The teaching is good at this school | 22 | 51 | 20 | 47 | 0 | 0 | 1 | 2 |
| The school helps me to support my child's learning | 20 | 47 | 19 | 44 | 3 | 7 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 19 | 44 | 22 | 51 | 2 | 5 | 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) | 16 | 37 | 21 | 49 | 3 | 7 | 0 | 0 |
| The school meets my child's particular needs | 18 | 42 | 22 | 51 | 2 | 5 | 1 | 2 |
| The school deals effectively with unacceptable behaviour | 10 | 23 | 20 | 47 | 8 | 19 | 5 | 12 |
| The school takes account of my suggestions and concerns | 14 | 33 | 18 | 42 | 7 | 16 | 3 | 7 |
| The school is led and managed effectively | 12 | 28 | 25 | 58 | 5 | 12 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 18 | 42 | 17 | 40 | 4 | 9 | 3 | 7 |

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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



9 February 2011

Dear Pupils

Inspection of River View Primary and Nursery School, Burton-on-Trent, DE15 9HR

Many thanks for all the help that you gave us when we visited your school. Unfortunately, we found that you are not getting a good enough education and judge that the school needs special measures. This means that it will get extra support to help it improve quickly. Other inspectors will come to check that the school is getting better.

Many of you told us that you do not enjoy school and that behaviour is not good enough. We agree. Lessons often lack interest and the work is too easy. You work hard and concentrate well when you are given tasks that engage you but, in other lessons, you lose interest and a few of you start to misbehave. The youngest children get off to a good start but, for the majority of you, progress is too slow. We have asked your teachers to make sure that you are given tasks that take account of your interests and that you find stimulating and challenging. We have also asked them to expect more from you in lessons, especially the amount of work you complete, and to give you more opportunities to practise your skills in reading, writing, mathematics and using computers. You can all help by concentrating as hard as you can at all times. A few of you are not coming to school as often as you should. The school is successful when it takes actions to encourage your parents and carers to get you to school and we have asked them to continue to do this. Those who do not attend often can help by coming to school regularly. The school is good at getting specialist help for those of you who need extra support.

Although your school has not been open for long, it has not improved as quickly as it should have. We have therefore asked the school's leaders to take firm action so that the school can improve at a faster rate.

Yours sincerely

David Driscoll
Lead inspector

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