

Rivelin Primary School

Inspection report

Unique Reference Number	107081
Local authority	Sheffield
Inspection number	377528
Inspection dates	2–3 November 2011
Reporting inspector	Joan McKenna

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	404
Appropriate authority	The governing body
Chair	Ruth Ward
Headteacher	Joanne Powell
Date of previous school inspection	27 April 2009
School address	Morley Street Sheffield S6 2PL
Telephone number	0114 2341304
Fax number	0114 2314079
Email address	headteacher@rivelin.sheffield.sch.uk

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Introduction

This inspection was carried out by four additional inspectors. Teaching and learning were observed in 18 lessons, taught by 16 staff. Shorter visits to classrooms were made and observations of other activities took place. Meetings were held with the headteacher, other leaders, members of the governing body and pupils. Inspectors observed the school's work and scrutinised documents including policies, action plans, information about pupils' learning and progress, arrangements for safeguarding and attendance data. Responses to questionnaires returned by pupils and staff and the 121 returned by parents and carers were analysed. Inspectors talked informally with parents and carers at the beginning and end of the school day.

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

- Whether the learning and progress of all groups of pupils are satisfactory and whether standards are high enough, given pupils' starting points.
- Whether teaching and the curriculum meet the needs of all groups of pupils equally effectively.
- Whether areas that the school judges to be good, including pastoral provision, most aspects of pupils' personal development and the Early Years Foundation Stage, are confirmed as such.
- Whether the areas for improvement identified in the last inspection have been fully and successfully tackled.

Information about the school

This is a bigger-than-average primary school. The very large majority of pupils are of White British heritage with a very small number from minority ethnic heritages. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is broadly average, although the proportion with more significant needs is above that typically found. The school holds Healthy Schools status and the silver level Eco-award.

Since the previous inspection, a new headteacher, who was previously the deputy headteacher, and new chair and vice-chair of the governing body have been appointed. Over half the teaching staff are new, as are seven governors.

The on-site playgroup and after-school club, which are not managed by the governing body, are subject to a separate 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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It provides well for pupils' personal needs and development. The upheaval since the previous inspection has slowed developments in some academic aspects, but there have been improvements, such as to the curriculum and the Early Years Foundation Stage. Pupils' achievement is satisfactory.

Good quality care, guidance and support are provided for all pupils, with further well-targeted support for those with additional needs. Pupils enjoy school and feel well looked after and safe. They get on well with each other and they mature into thoughtful, inquisitive and considerate young people. Most behave well and they make a valuable contribution to school life.

Attainment on entry to the school is broadly in line with expectations. Attainment by the time pupils leave is broadly average. Pupils' progress is satisfactory overall across the school, although there is some variation. It is stronger and most consistent for the children in the Early Years Foundation Stage, where provision is good, and for the oldest pupils, but is more mixed elsewhere. This is because the quality of teaching is variable, albeit satisfactory overall. The best teaching is of high quality and promotes very effective learning. However, information about the attainment and progress of pupils is not always used fully in lessons to make sure that work is at the appropriate level of challenge for all, especially for the more-able pupils. The curriculum has been redesigned to make it more creative, relevant and effective and it is of good quality. A strength is the way pupils are encouraged and enabled to be actively involved in their learning.

The headteacher leads the school with drive and determination. Leaders at other levels are developing their skills, and some are making a positive contribution to improving the school. Governance is good. A lot of monitoring takes place, including of pupils' progress and, as a result, strengths and areas for development are accurately identified. However, the information from the different sources of monitoring are not always cross-referenced or analysed with sufficient rigour and precision to evaluate fully the impact of action on outcomes for pupils and to ensure maximum challenge. Improving communication and relationships with parents and carers was identified as an area for improvement at the previous inspection. The school has taken a wide range of steps to tackle this. Most parents and carers are now positive about the school. A very small minority, however, continue to hold

negative views. Overall, developments and their positive impact since the last inspection demonstrate a satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise standards and accelerate pupils' progress by:
 - improving the quality and consistency of teaching so that all pupils are enabled to learn as well as in the most effective lessons
 - ensuring that information about the attainment and progress of individual pupils and groups is used to set work for them that is appropriately challenging, especially for the more-able pupils.
- Improve the effectiveness of monitoring and evaluation by:
 - ensuring that data about pupils' performance are analysed rigorously and comprehensively by all relevant leaders, and that they are used to set work and targets that are suitably challenging
 - drawing on all relevant sources of evidence available within the school when judging the impact of actions on outcomes for pupils.
- Take further steps to engage the very small minority of parents and carers who hold some negative views of the school.

Outcomes for individuals and groups of pupils

3

Pupils are willing, enthusiastic learners. Their enjoyment is enhanced by the fact that they are enabled to be active and independent in lessons through practical and collaborative activities. At its most effective, this approach enables pupils to develop their knowledge and understanding well because they are set creative, challenging problems to which they have to find the answers, explaining their thinking and responding to others' ideas in the process. They pose questions for themselves too. A Year 6 pupil, for example, asked: 'What made Watson and Crick think there was DNA?' Older pupils are able to evaluate their work well and demonstrate high levels of application in trying to improve it and do their very best. Not all learning is of this quality, however. Occasionally, although pupils are doing as asked, enjoyment is at the expense of depth. Inappropriate levels of challenge, especially for more-able pupils, sometimes slow progress. Although progress is variable, overall it is satisfactory, including for those with special educational needs and/or disabilities. A dip in attainment and achievement in 2011, caused in part by the impact of disrupted teaching in the past few years, has been halted, and pupils in the current Year 6 are attaining higher standards than previous cohorts.

Pupils are friendly, welcoming, caring towards each other and, in the main, well behaved. A very small minority have difficulty conforming to the school's expectations of their conduct. Through being school councillors, eco-monitors,

playground buddies and running the healthy tuck shop, many make a positive contribution to school life. School councillors run drop-in surgeries so that others can raise issues with them. Being trained as peer mediators, pupils are acquiring the skills to sort out problems. As one pupil said, 'It's important for us to learn how to sort our own differences because we won't always have an adult to do it for us.' Enterprise skills are being developed well, as when pupils barter with the local greengrocer when buying fruit for the tuck shop. They have a good understanding of how to keep themselves safe and healthy. Attendance is broadly in line with the national average.

These are the grades for pupils' outcomes

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

How effective is the provision?

Positive, supportive relationships through which teachers encourage pupils to be confident learners are common features of lessons. Teachers explain what they want pupils to learn so pupils understand what they are doing and why. Interesting activities are provided which engage and motivate pupils. At its best, teaching is of high quality. Extremely detailed planning which takes careful account of the needs of different groups of pupils, coupled with very imaginative tasks with high levels of demand result in learning at a fast rate. A real strength of such teaching, in Year 6 for example, is that pupils are given precise information about how to attain success in their work so they can be self-critical and take some responsibility for their learning. In some lessons, however, planning for the needs of different pupils is not as detailed, and sometimes what is planned is not implemented. Pupils in these lessons all do the same work irrespective of their ability. Occasionally, promoting enjoyment is given more emphasis than ensuring the intended learning is achieved. Much marking provides comprehensive information for pupils on how well they are doing and what to do to improve their work, but some is less detailed and helpful.

An exciting, thematic, skills-based curriculum has recently been adopted which promotes pupils' knowledge and skills in a progressive and stimulating manner. Meaningful and purposeful opportunities are created for pupils to practise, extend

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

and transfer their literacy, numeracy and information and communication technology skills within and across a wide range of subjects and contexts. Classrooms, for example, are turned into 'science laboratories' which then provide the framework for literacy and numeracy work. Pupils are encouraged to come up with their own lines of enquiry. The curriculum is flexible enough to be responsive to emerging local and world events; the recent mining disaster in Chile was used as the stimulus for a visit to a local coal mining museum so that pupils could understand the darkness and isolation that the miners would be experiencing. The high levels of empathy developed were reflected in the quality of their subsequent descriptive writing. Such visits, visitors into school and extra-curricular activities enrich the curriculum well, and programmes to promote pupils' personal development are effective.

Staff know and care for pupils well. As one Year 2 pupil said, 'My teachers always listen to me and care for me.' The learning mentor plays a key role in developments, such as strategies to strengthen links with parents and carers, which have a positive impact on the meeting of individual needs. A recently introduced programme of mentoring plays a role in helping to ensure that emotional, social and behavioural needs do not get in the way of learning. Well-targeted steps are being taken to manage the behaviour of the small number of children who have specific behavioural needs. Helpful support is provided for pupils with special educational needs and/or disabilities, which means they make progress commensurate with their peers. Specialist external support is utilised where necessary to meet the needs of pupils whose circumstances might make them vulnerable, and the school coordinates such support well.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is a strong commitment to escalating the pace of improvement now that the staffing and leadership position is stable. Governance, which was inadequate at the previous inspection, is now good. The chair of the governing body and other key governors are knowledgeable, involved and proactive. They hold the school to account well and ensure that they gather first-hand evidence to enable them to do so effectively. The headteacher sets a clear vision and direction and is robustly tackling identified weaknesses. Other leaders are making an increasingly valuable contribution in their areas of responsibility, although some are relatively new to their roles. There is a recognition that greater rigour and precision are needed to improve aspects of practice. While the progress of individuals and groups of pupils is tracked regularly and action is taken to tackle underachievement, the level of challenge in targets set for some individuals and the attention paid in lessons to those falling behind are not always as high as they might be. It is for this reason that the promotion of equal opportunities is satisfactory rather than good, although inclusion is a positive feature and discrimination is not tolerated. The safeguarding of pupils is

taken seriously and arrangements meet statutory requirements. A wide range of partnerships with external individuals and organisations helps to meet pupils' needs and widen their experiences. The school is taking steps to promote cohesion within its own community; wider links such as with schools in the locality and abroad with different ethnic heritages are in place but are at early stages. Daily bulletins, weekly newsletters, a community room where various classes and activities take place, questionnaires, and parents and carers being welcomed into school in the mornings when they drop their children off are some of the strategies adopted to improve communication and relationships with them. These have helped to secure the engagement and support of the large majority, but not all.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	3

Early Years Foundation Stage

Since the previous inspection, changes in staffing and leadership in the Early Years Foundation Stage and developments have brought about an improvement in provision and outcomes, which are now good. Children settle quickly and happily, and their independence is promoted well through the self-registration process. They are eager to make a start on the wide range of interesting and stimulating activities set out for them at the start of each session. There is a good balance of those activities the children choose for themselves and those directed by adults, both indoors and outside, and action is taken to avoid gender stereotyping. Imaginative contexts are provided as a stimulus for learning, such as a letter to children from the toy animals asking them to make sandwiches for their picnic. Well-targeted intervention and support extend pupils' vocabulary and learning. For example, children were learning about triangles when making the sandwiches. Occasionally there is not enough extension or challenge for the more-able children. Children feel secure and develop good relationships with each other and with adults. They understand and follow routines, independently washing their hands before choosing and eating their healthy snacks, for example. The key-worker system means that all children have someone monitoring their development, and learning journeys record their progress well.

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 in the Early Years Foundation Stage	2

Views of parents and carers

A broadly typical proportion of parents and carers returned questionnaires giving their views of the school. The large majority of responses, and those made by parents and carers in informal conversations, indicated positive views, such as: 'We are more than happy with this school', 'There has been a transformation in this school in the last year or so' and 'My children are extremely happy here'. However, some questionnaire responses and comments made by parents and carers show that a very small minority hold negative views. Concerns about communication and the management of behaviour are uppermost. The issues they raised were investigated by the inspection team, whose findings are reported earlier in the report. Despite the progress made by the school, some parents and carers find it difficult to approach leaders with their concerns. The governing body and senior leaders are aware of the range of views held by parents and carers, and recognise the need to continue with their efforts to engage all of them successfully.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rivelin Primary 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 **121** completed questionnaires by the end of the on-site inspection. In total, there are 404 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	52	54	45	4	3	0	0
The school keeps my child safe	61	50	54	45	4	3	0	0
The school informs me about my child's progress	39	32	70	58	10	8	1	1
My child is making enough progress at this school	41	34	65	54	11	9	1	1
The teaching is good at this school	43	36	64	53	6	5	0	0
The school helps me to support my child's learning	36	30	70	58	10	8	1	1
The school helps my child to have a healthy lifestyle	38	31	68	56	5	4	3	2
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)	34	28	59	49	6	5	6	5
The school meets my child's particular needs	42	35	65	54	8	7	0	0
The school deals effectively with unacceptable behaviour	23	19	67	55	10	8	4	3
The school takes account of my suggestions and concerns	27	22	62	51	11	9	7	6
The school is led and managed effectively	33	27	59	49	9	7	6	5
Overall, I am happy with my child's experience at this school	41	34	66	55	8	7	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 2010/11 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.



4 November 2011

Dear Pupils

Inspection of Rivelin Primary School, Sheffield, S6 2PL

Thank you for being so very friendly when my colleagues and I inspected your school, and for showing us your work. We enjoyed meeting you and talking with you. We found you to be thoughtful, considerate and well-behaved pupils. You get on well together and you make a good contribution to your school by doing as you are asked and through the jobs you do, like being school councillors and eco-monitors.

We judge your school to be satisfactory. It has some good features. Adults care about you and look after you well. As a result, you feel safe in school and able to talk with adults if you have any worries. The school makes good efforts to provide interesting activities for you and tasks that you can get actively involved with in lessons. This helps you to learn better because you find it fun. You work hard and do as your teachers ask. Children in the Early Years Foundation Stage get off to a good start. You are making satisfactory progress in your learning overall in Key Stages 1 and 2 because teaching is satisfactory, and some is very effective, especially for older pupils. By the time you leave school, you are reaching similar standards to those reached across the country.

Your headteacher, other staff and the governing body want to improve the school for you. There are some things we have asked them to concentrate on to help them do this. We would like them to take action to help you achieve even better by making sure that all lessons are as good as the best ones and that work is well matched to all of your needs. We have asked your school's leaders to check carefully all of the information about how well you and the school are doing so they know the very best steps to improve it further. We have also asked them to take more action to work even more closely with some parents and carers.

You can all help by continuing to work hard and being such positive pupils. I send you and your teachers my very best wishes for the future.

Yours sincerely

Joan McKenna
Lead Inspector

