

Riverside Community Primary School

Inspection report

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|--------------------------------|------------------|
| Unique reference number | 120092 |
| Local authority | Leicestershire |
| Inspection number | 379949 |
| Inspection dates | 26–27 April 2012 |
| Lead inspector | Andrew Stafford |

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 | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 412 |
| Appropriate authority | The governing body |
| Chair | Rachael Boyall |
| Headteacher | Andrew Hayman |
| Date of previous school inspection | 14 January 2009 |
| School address | Wanlip Lane Birstall Leicester LE4 4JU |
| Telephone number | 0116 2107373 |
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| Email address | office@riverside.leics.sch.uk |

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|---------------------------|------------------|
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Introduction

Inspection team

Andrew Stafford

Additional Inspector

Elizabeth Needham

Additional Inspector

Aune Turkson-Jones

Additional Inspector

This inspection was carried out with two days' notice. The inspection team observed 24 lessons or part lessons, taught by 15 teachers totalling approximately 10 hours, of which four were joint observations with the headteacher and deputy headteacher. They held meetings with parents and carers, groups of pupils, members of the governing body and staff, and heard a sample of pupils read. Inspectors observed the school's work, and looked at its tracking of pupils' progress, the minutes of meetings of the governing body, safeguarding documentation, the school's self-evaluation and reports on the work of the school from outside organisations. Inspectors scrutinised 70 parental questionnaires and those completed by staff and pupils.

Information about the school

Riverside Community is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is lower than average. Few pupils are from minority ethnic backgrounds. The percentage of disabled pupils and those with special educational needs is average. The proportion of those with a statement of special educational needs is below average. The government's current floor standards are met, which set out minimum requirements for pupils' attainment and progress. The school has numerous awards including the Activemark and Eco Schools Silver awards and National Healthy Schools status. There have been five new members of the teaching staff since the previous 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 | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key findings

- This is a satisfactory school. It is improving because attainment is rising, pupils' progress has accelerated, all groups of pupils achieve similarly and their attendance has improved. Despite many strengths, the school is not good because the quality of teaching is not yet high enough to ensure that pupils reach their full potential.
- Most children enter the school with skills which match age-related expectations. They make satisfactory progress as they move through the school and attainment is broadly average by the end of Year 6. Pupils' rates of progress have improved noticeably in reading and writing, reflecting the concerted efforts that have been made. Progress in mathematics has been weaker, but recent actions taken are beginning to bear fruit. Schools whose overall effectiveness is satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Teaching is satisfactory. The quality is improving, including in the Early Years Foundation Stage, and has several strengths. Nevertheless, not enough use is made of pupils' learning targets in lessons and pupils are not sufficiently guided to evaluate their work against learning objectives. The curriculum provides a wide range of enrichment opportunities through visits and clubs. However, pupils do not undertake a broad enough range of work in mathematics.
- Behaviour and safety are good. The high quality relationships fostered by an inclusive and supportive school ethos means that pupils enjoy learning and feel safe. These features also account for good spiritual, moral, social and cultural development. Their good behaviour and above average attendance contribute strongly to their improving achievement.
- Senior leaders manage the school's performance satisfactorily in order to sustain improvements. The leadership of teaching is satisfactory and middle leaders new to their roles and are beginning to secure the further changes

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necessary. The absence of measurable targets in the plans for improvement makes it difficult for leaders to evaluate progress towards the intended outcomes.

What does the school need to do to improve further?

- By July 2013, ensure that pupils make consistently good progress, particularly in mathematics, and a very large majority attain at least the levels expected for their age by:
 - detailing the measurable improvement expected in each year group
 - broadening the range of mathematical work undertaken by pupils
 - making better use of assessment information to direct teaching and to inform the next lesson.

- By July 2013, build on the strengths in teaching so that progress is consistently good in all lessons by:
 - making greater use of pupils' learning targets and success criteria in lessons
 - ensuring that learning always proceeds at a suitable pace
 - ensuring that adults ask a greater range of questions to assess pupils' understanding and challenge their thinking.

- Ensure that all middle leaders, particularly those new to the role, are supported to acquire the skills, knowledge and understanding necessary to drive improvements and evaluate the difference that actions have made against clear success criteria.

Main report

Achievement of pupils

In lessons, pupils enjoy learning because of the varied activities and the high quality relationships they have with adults. For example, during a numeracy session in Year 6, the class teacher skilfully developed pupils' problem-solving skills and understanding of ratio and percentages. In this lesson, pupils worked with high levels of interest to accurately calculate the answer choosing the most appropriate method they knew. Pupils frequently discuss their learning enthusiastically in pairs and small groups, then apply themselves to tasks with sustained concentration. While pupils know where to find their learning targets, they are not sufficiently clear about the small steps they need to take to progress to the next level. This is because targets are not discussed often enough in lessons and there are limited examples of pupils' work on display to illustrate the progression between different levels.

Children enter the Early Years Foundation Stage with skills broadly expected for their age. They make satisfactory progress overall, but an increasing proportion make good progress. Gaps in children's levels of development are closing because more

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children are working at least in line with expectations within each area of learning by the time they leave Reception.

Pupils' attainment in reading by the end of Years 2 and 6 is broadly average. Their attainment in writing and mathematics is also average, but variations exist between classes. Pupils are enthusiastic readers because of the daily focus on early literacy skills and the extensive use of personal reading programmes. In lessons, younger pupils were seen drawing successfully on their knowledge of letters and sounds to decode unfamiliar words. Older pupils were observed in a guided reading session using higher reading skills confidently to identify evidence in the text in support of their findings. Pupils make stronger progress in reading and writing than in mathematics, reflecting the school's recent priorities. One reason for this is the limited range of mathematical work present in books. Overall, pupils' progress is satisfactory and improving.

Disabled pupils and those with special educational needs make increasingly good progress in lessons. Carefully planned programmes of support and the capable assistance from well-trained adults ensure that tasks are suitably matched to their individual needs. Although progress is improving, when taken over a more sustained period, the achievement of disabled pupils and those with special educational needs is similar to that of their peers.

The overwhelming majority of responses from parents and carers agreed that their children are making good progress. Inspection evidence shows that, although increasing proportions of pupils are making good progress, this is not consistent across all classes and year groups.

Quality of teaching

Pupils are making greater progress because the quality of teaching has improved. This is especially true of the teaching of reading where attainment has risen steadily. It is also true of teaching in the Early Years Foundation Stage. In the most effective lessons, teachers question pupils incisively and move learning on at a brisk pace. For example, in one Year 2 intervention session for disabled pupils and those with special educational needs, pupils worked independently to carefully build simple sentences into ones that were more complex. Effective teaching led pupils to add appropriate adjectives, connectives and verbs and write improved sentences. Variations in the quality of teaching mean that pupils' progress is uneven across the school and the proportions of pupils who securely reach the levels expected for their age are not high enough in some classes. Parents and carers hold very positive views on the quality of teaching their children receive.

Regular training and moderation exercises have ensured that teachers have a clearer understanding of what is expected of pupils of different ages. Teachers' assessments of what pupils can do are more accurate and the information is used increasingly well to plan lessons that meet the needs of all pupils. Lesson plans do not always focus teaching sharply on those pupils who have slipped behind and need to make the

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most progress. The school's consistent approach to marking is clearly understood by pupils. They are not sufficiently involved, however, in evaluating their work against detailed criteria which limits their understanding of what is required. Assessments and observations for children in the Early Years Foundation Stage provide good coverage of all areas of learning, but next steps are not recorded clearly.

Teachers implement the planned curriculum well and use this to develop pupils' good spiritual, moral, social and cultural development. Teachers promote good opportunities to participate in musical and sporting events. The Yanomano drama production enriched pupils' cultural experiences, as do visits to local places of interest. Opportunities to celebrate a wide range of different religious festivals, and lessons that incorporate musical and artistic influences all provide an exciting stimulus for pupils' work.

Behaviour and safety of pupils

Children in the Early Years Foundation Stage settle well, due to the secure routines and close working relationships with parents and carers. In lessons, they show positive attitudes towards learning, demonstrating valuable social skills when playing together and taking turns. Older pupils also display good behaviour for learning in lessons, assemblies and at playtimes. This is because the expectations are clear and understood widely. As a result, the vast majority of pupils concentrate well, readily work hard and show that they want to learn. A few parents and carers who responded to the questionnaire expressed concerns regarding behaviour. Occasionally, the behaviour of a few pupils does fall below the levels expected. Such occurrences are managed well and the school works inclusively with well-trained staff to meet the needs of those individuals. Pupils describe behaviour as good. They say that occasional incidents occur in the playground from disagreements in games. These are quickly resolved by adults or 'super leaders'.

Pupils feel safe. Pupils are aware of different types of bullying, including cyber-bullying, and are confident that any incidents of bullying will be quickly sorted out by school staff. Parents and carers reported that they, too, are confident that the school's systems are sufficiently robust to deal with any incidents, should they occur. The school's well-established procedures have ensured that attendance is above average.

Leadership and management

Members of the governing body are energetic and eager to contribute to school improvement. They have maintained the school's focus on raising standards. They use their detailed knowledge of the school to provide support and challenge in equal measure. The school's senior leaders provide a clear sense of direction and purpose. Parents and carers recognise the improvements that have taken place and several commented positively, during the inspection, about how 'very professional and approachable' staff are and how much they appreciate the opportunities presented through the parents' forum.

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The school has an accurate view of itself because procedures for monitoring and reviewing the school's work are robust and lead to well-informed plans for improvement. These are two of the reasons for the school's increasing success. Another reason is the difference that training has made in improving the quality of teaching. For example, members of staff have observed excellent practice in other schools, changed the way lessons are planned and improved how they teach pupils in small group sessions.

Leaders and managers at all levels use pupil tracking information effectively to hold teachers to account for the progress that pupils make. Although expectations of pupils' progress have been raised, detailed targets have not been set to indicate clearly the anticipated improvements in each year group. Senior leaders have worked closely with middle leaders who have taken up their responsibilities recently. As a result, they are increasingly involved in monitoring such as scrutinising pupils' work. The improvements in pupils' achievement, attendance and the quality of teaching are evidence of a satisfactory and growing capacity for further improvement.

Arrangements for keeping pupils safe are robust and meet current requirements. Relevant policies are kept up to date and records maintained. The noticeable improvements in the achievement of different pupil groups, such as disabled pupils and those with special educational needs, are evidence of the school's commitment to equal opportunities and to preventing any discrimination.

The curriculum meets pupils' needs and interests well. Their spiritual, moral, social and cultural development is promoted by frequent opportunities to reflect on values and beliefs through a variety of lessons, themes and assemblies. The school's community ethos engenders a strong sense of belonging, where pupils show high levels of tolerance and respect towards each other. Pupils have opportunities to reflect on and discuss important issues such as the morality of the fur trade and analyse aspects of stories like the Good Samaritan. Residential visits at the beginning of Year 6 develop important social skills. A wider cultural understanding is promoted through international links to schools in Ghana, Sierra Leone and Cameroon. Opportunities such as voting for members of the school council help prepare pupils for future life in democratic Britain.

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



30 April 2012

Dear Pupils

Inspection of Riverside Community Primary School, Birstall, Leicester LE4 4JU

Thank you for the welcome you gave my colleagues and me when we came to inspect your school. A particular thank you to those who read aloud to us, filled in our questionnaire, talked with us and told us so much about your school. We enjoyed talking with you and listening to your views. I would like to share with you what we learned about your school.

Riverside Community is a satisfactory school. This means that some things are going well, but there are things that should be better. Here are some of the things that are going well.

- Your headteacher, staff and members of the governing body have worked hard so that lessons have got better and more of you reach the levels expected.
- Nearly all of you enjoy school and feel safe because everybody is included and gets on well with each other.
- You have lots of opportunities to learn by visiting places and participating in after-school clubs.
- Adults in the school take good care of you.

I have asked your headteacher and teachers to check that you are making good progress in every lesson, particularly in mathematics lessons. They will do this by giving you lots of different work in mathematics and ensuring that all your lessons are as good as the best ones. I have also asked your teachers to help you make more use of your learning targets in lessons and to help you check your work. I have suggested that they ask you different questions to make sure that you understand.

You can play your part by remembering your learning targets and carefully following instructions when checking your work. I wish you every success in the future.

Yours sincerely

Andrew Stafford
Lead inspector

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