

# Riverdale Primary School

## Inspection report

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<b>Unique Reference Number</b>	111639
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	395718
<b>Inspection dates</b>	30–31 May 2012
<b>Lead inspector</b>	Joy Frost HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Nicholson
<b>Headteacher</b>	Kirsty Reilly
<b>Date of previous school inspection</b>	9 October 2008
<b>School address</b>	Hambleton Avenue Redcar TS10 4HH
<b>Telephone number</b>	01642 471298
<b>Fax number</b>	01642 471298
<b>Email address</b>	kreilly@riverdale.rac.sch.uk

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## Introduction

### Inspection team

Joy Frost  
Patrick Hargreaves

Her Majesty's Inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed nine teachers teaching 13 lessons, of which two were joint observations with the headteacher. In addition, the inspection team observed three phonics lessons taught by trained assistants and observations in the before- and after-school club. Inspectors met with four groups of pupils including hearing four pupils read from Years 2 and 6. The inspectors scrutinised the work in pupils' writing and mathematics books in three year groups with the headteacher. Meetings were held with a the Chair of the Governing Body, school staff including senior and middle managers and the special educational needs co-ordinator. Inspectors observed the school's work and looked at a number of documents, including the school development plan, the safeguarding and equality policies, bullying and accident logs, the curriculum overview and attendance and pupils' progress data. They analysed 68 parental and carers' questionnaires and others completed by pupils and staff.

## Information about the school

This is a smaller than average-sized primary school. The number on roll is rising steadily. A higher than average proportion of pupils is known to be eligible for free school meals. The proportion of pupils supported by school action plus or with a statement of special educational needs is above the national average. A large proportion of pupils enters or leaves the school at times other than in the Reception year including a few pupils with social, emotional and behavioural difficulties who enter on managed moves from other local schools. The school runs Cygnets, a before- and after-school club managed by the governing body which was inspected at the same time and is included in this report.

There has been extensive staff turbulence over the last two years due to staff absence, including senior managers, maternity leaves and sickness absence. The school does not meet the government's floor standards, which set the minimum expectations for attainment and progress.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. It is not yet good because too few pupils make more than expected progress. There are inconsistencies in the quality of teaching, and in monitoring and evaluating the school's work to ensure that all pupil groups make good progress. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory and improving rapidly. From below the typically expected starting points they make satisfactory progress across the Early Years Foundation Stage and Key Stage 1. They make accelerated progress as they move through the school. Attainment over time in reading and mathematics is in line with national averages by the end of Year 6, but attainment in writing, especially for boys, is lower. In 2011 attainment dipped at the end of both key stages due to staffing turbulence and the high proportion of pupils who joined or left the school during the year.
- Teaching and learning are satisfactory overall. Previous inadequate teaching during staff absence has been eradicated, staffing is now stable and the proportion of good teaching is improving rapidly. Satisfactory teaching is characterised by a lack of pace in lessons and activities which do not always stretch the more-able pupils.
- Pupils know how to keep themselves safe in a range of situations in school and in the world outside. Clear behaviour management systems are understood by all pupils and are consistently applied by staff. Pupils say that there is no bullying and they are knowledgeable about prejudice-based bullying and harassment associated with cyber-bullying and the internet.
- The headteacher shouldered a heavy burden during the recent staff turbulence. Together with the governing body she has managed staff performance to eradicate inadequate teaching and learning and to improve more satisfactory teaching to good. The school's self-evaluation is accurate. Current priorities for improvement are appropriate, including developing the skills of middle leaders in monitoring and evaluating the school's work. However, there is a lack of focus in following through the

school's planned actions to monitor the impact they are having on different groups of pupils in lessons.

## What does the school need to do to improve further?

- Improve pupils' attainment and progress in writing, especially for boys and more-able pupils, by:
  - raising the profile of writing across the school
  - ensuring that writing activities match pupils' abilities and move them on from their previous learning
  - improving the opportunities for pupils in the Early Years Foundation Stage to practise their use of letters and sounds and writing in the outdoor areas.
- Improve satisfactory teaching to good, by:
  - using the good data collected on pupils attainment to plan activities which stretch the more-able pupils
  - raising teachers' expectations of what younger pupils can achieve in lessons
  - improving the pace and challenge in lessons, especially phonics (the sounds that letters make), to enable all pupils to be engaged for the whole lesson
  - including more opportunities for pupils to develop their speaking and listening skills in lessons.
- Improve leadership and management, by:
  - developing the skills of middle leaders in monitoring the school's work
  - focusing senior leaders' monitoring on the impact their planned actions is having on different groups of pupils across the school in lesson observations.

## Main Report

### Achievement of pupils

Pupils' achievement is improving after a recent dip. From below typically expected starting points on entry to the school, especially in social, emotional, communication, language and literacy development, pupils make satisfactory progress across the school. Disabled pupils and those with special educational needs also make satisfactory progress including the increasing proportion which joins the school with complex learning needs. The gaps in attainment between these pupils, those known to be eligible for a free school meal, boys and similar pupils nationally are narrowing rapidly and the vast majority make expected progress.

In lessons pupils are keen to learn. They listen attentively and form good relationships with adults. When they are given the opportunity, they enjoy talking about their work and can work co-operatively with each other, as seen in a good English lesson for older pupils.

In the Early Years Foundation Stage children make good progress in their social and emotional development. They make satisfactory progress in developing reading, writing and mathematical skills, because they have limited opportunities to develop these skills in the outdoor areas. They enter Year 1 with attainment which is still below national expectations. Staff have raised the profile of reading across the school and have introduced a daily

focused reading and writing session where younger pupils learn the sounds that letters make and practise their writing. However, these pupils still need to be writing more frequently and at length. By the end of Year 2 most pupils enjoy reading and have developed the skills to enable them to make good attempts at unfamiliar words. They have an understanding of what they are reading and are closer to the level expected for their age. At the end of Year 6 most pupils are fluent readers, with good comprehension. Less-able pupils sometimes struggle to use strategies such as blending and segmenting to decode unfamiliar words and their fluency suffers. Attainment in reading in Year 6 is in line with the national average.

Pupils' progress accelerates as they progress through the school and older pupils are on target to make accelerated progress from their earlier starting points. Parents and carers consider that pupils make good progress in their learning, but inspection evidence confirmed that pupils make expected progress and an increasing proportion makes good progress.

### **Quality of teaching**

Teaching and learning are improving due to senior leaders' frequent monitoring and clear feedback which enables teachers to improve their practice. Good teaching was observed during the inspection where topics engaged pupils in their learning, they responded enthusiastically and teachers checked learning throughout the lesson. In these lessons pupils had more opportunities to learn independently and they made good progress. In satisfactory lessons there are too few opportunities for pupils to practise speaking and listening skills and to discuss their work. Some lessons lacked pace and challenge, especially in teaching phonics, so did not progress sufficiently to ensure that all pupils were engaged for the whole time, consequently learning slowed. Some activities did not match pupils' next steps in learning and therefore they did not make good progress throughout the lesson. Activities for more-able pupils do not always offer enough challenge and the work in pupils' books confirmed this, especially in mathematics. In writing pupils all carry out the same task regardless of their ability, with missed opportunities for them to work on their individual targets.

Teachers mark pupils' books regularly. Pupils have individual targets, 'next steps' comments and opportunities to respond to them. However, good data are not used effectively by some teachers to plan lessons which move pupils' learning forward in every lesson, especially the more-able. Disabled pupils and those with special educational needs receive targeted support with their learning. This practice has been revised recently and, as a consequence, the progress of these pupils is accelerating.

Teaching promotes pupils' personal development well. Parents and carers believe that teaching is good in the school, but inspection evidence found that not enough teaching is consistently good.

### **Behaviour and safety of pupils**

Pupils say that behaviour has improved and that they feel safe in school. They are aware that a minority of pupils exhibits challenging behaviour but they think that the school's behaviour management systems are used effectively by all staff. Anti-bullying is given a high profile within the school and as a consequence pupils are knowledgeable about all forms of bullying, including prejudice-based bullying relating to race, sexual orientation, belief and

religion. Pupils in the school are very aware of the dangers associated with the internet and cyber-bullying.

Most pupils have good attitudes to learning and form good relationships with adults and each other. In lessons they respond well to teachers' instructions and work co-operatively. They readily take on extra responsibilities and respond well to the rewards and tokens they receive for good behaviour and effort. Pupils who have complex learning or behavioural needs have opportunities to 'chill out' and be supported and mentored by experienced teaching assistants. Pupils think that this process works well and pupils were seen taking advantage of the provision during the inspection. There were examples of some low-level disruption in lessons where the pace slowed, but consistent use of rewards and sanctions were effective in ensuring that this did not disrupt the learning for the majority of pupils.

Parents and carers think that their children are safe in school and inspectors agree. Pupils' behaviour in the before- and after-school provision is good. They are happy and form good relationships with each other and this provides a settled start to the beginning and end of the school day. Pupils' attendance is in line with the national average.

### **Leadership and management**

Senior leaders in the school, including the governing body, work effectively together to monitor and evaluate the school's work and to manage staff performance. They have developed good systems to involve all staff in collecting accurate assessment of pupils' attainment and progress over time. These systems are used well to identify any differences in performance between different groups of pupils and, as a consequence, no group underachieves, ensuring equality of opportunity.

In this small school senior leaders carry most of the responsibilities and they are conscious of the need to further develop middle management roles across the staff to develop the school's capacity to improve beyond satisfactory. Teachers have been identified and are already attending national training. Recent professional development has taken place to support school improvement priorities. Senior leaders monitor the school's work and this has led to improvements in teaching, learning and pupils' attainment at the end of both key stages. However, there is insufficient emphasis on how well teaching caters for different groups of pupils or the impact of initiatives on pupil outcomes in lessons.

The curriculum promotes pupils' spiritual, moral, social and cultural development satisfactorily. There is an emphasis on developing pupils' basic skills from an early age and improving opportunities for pupils to make links between different subject areas. Pupils develop good skills in information and communication technology (ICT) through the innovative use of the most up-to-date technology. Pupils have opportunities to enrich their experiences through visits and visitors to the school including two opportunities to attend residential visits, one of which is to France.

The governing body carries out its statutory duties satisfactorily. It promotes equality and tackles discrimination and ensures the safety of staff and pupils in the school through its safeguarding procedures which are regularly updated.

## 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](http://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.**



1 June 2012

Dear Pupils

### **Inspection of Riverdale Primary School, Redcar, TS10 4HH**

I would like to thank you all for your warm welcome when I visited your school recently with a colleague to see how well you were learning. We would like to thank those of you who gave up your time to tell us what your school is usually like. These discussions played an important part in helping us to form our judgements. We found that your school is satisfactory. Most of you follow the school rules, behave well and form good relationships with staff and each other. You make the expected progress as you go through the school and this progress accelerates as you get older. We think that some of you can improve your attainment in writing even further; especially some of the boys and those of you who can do harder work.

We have asked your headteacher to make some improvements and these are to:

- make sure that you have more opportunities to write at length across the week, talk to the teachers and each other about your writing in lessons and that writing tasks are at the right level for every pupil
- ensure that all lessons are good and that teachers provide activities which are not too easy or too hard and are linked to the 'next steps' in your books so that you all make good progress in your lessons
- make sure that children in the Early Years Foundation Stage have opportunities to practise their letters and sounds and numbers outdoors as well as indoors.

We have also asked the headteacher to check how different pupil groups are doing in lessons. You can help your teachers by continuing to attend school regularly and taking an active part in your learning.

Yours sincerely,

Joy Frost  
Her Majesty's Inspector

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