

Riverdale Primary School

Hambleton Avenue, Redcar, North Yorkshire, TS10 4HH

Inspection dates 28–29 January 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' academic achievement is now broadly average, but over time standards in writing and mathematics have not been as high as they should be for all groups.
- The most able pupils in all years have not achieved well enough for too long.
- Pupils' rate of progress is improving but is still not fast enough given their starting points.
- Pupils' knowledge and understanding about the wider world is limited.
- There is not enough good or outstanding teaching in all years.
- Some boys are not given clear boundaries and their lack of interest in learning is not tackled.
- The school's leaders are not rigorous enough in evaluating learning across the school.
- The school's judgement about the current quality of teaching is too generous.
- The leadership of subjects is not strong enough.

The school has the following strengths

- The spiritual, moral and social development and academic progress of the large number of pupils from disadvantaged backgrounds are improving quickly.
- Pupils feel safe and secure. Exclusions from school are almost non-existent. Reports of bullying are very rare.
- Pupils like to wear their uniform. There is no litter inside or outside the building.
- There is a sharper focus on the progress different groups of pupils make.
- Governance is improving and playing a more active part in the school's work.
- This is an improving school. The school's senior leadership has been strengthened and there is now much better capacity to support the headteacher's drive to sustain recent improvements.

Information about this inspection

- Inspectors observed teaching and learning in 16 lessons. Four observations were undertaken jointly with the headteacher. Inspectors talked to teachers about their work.
- Inspectors met with pupils and listened to them read. They held discussions with the Chair of the Governing Body and two other governors, as well as members of the senior leadership team.
- Inspectors took account of the 51 responses to the online questionnaire (Parent View) and of the response to the staff questionnaire. They also spoke to some parents.
- Inspectors spent some time looking at pupils' work with the headteacher. They also examined data about pupils' progress and attainment as well as documentation in relation to child protection and safeguarding, behaviour and attendance, school planning and the way in which the school allocates the pupil premium funding.

Inspection team

Henry Moreton, Lead inspector

Additional Inspector

Peter William Harrison

Additional Inspector

Full report

Information about this school

- Riverdale is an average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals, those from service families and pupils looked after by the local authority) is about 40% above the national average and makes up just under half of the pupils.
- Almost all pupils are White British. Very few pupils speak English as an additional language.
- The proportion of pupils supported by 'school action' is below average.
- The proportion supported by 'school action plus' or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- The school has had support from a successful school led by a local leader of education.
- The leadership team has been strengthened since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is good or better by:
 - ensuring teachers have higher expectations of the response by some boys to lessons
 - challenging the most able pupils with work that moves them on faster
 - making sure pupils respond to the marking in books
 - making sure pupils are busy in lessons from an early age.
- Improve achievement by:
 - ensuring more pupils make better than expected progress in writing
 - ensuring more pupils make better than expected progress in mathematics.
- Improve behaviour by ensuring the reluctance to learn by some boys is tackled.
- Improve leadership and management by:
 - ensuring accurate evaluation of the quality of learning in lessons and over time
 - developing the role of subject leaders
 - ensuring more attention is given to developing pupils' cultural awareness
 - enabling governors to have an accurate view of the school's overall performance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The majority of pupils start school with below-average levels of attainment. They make steady, though sometimes inconsistent, progress in the Early Years Foundation Stage and enter Year 1 with standards broadly in line with expectations.
- Over the last year, the proportion of pupils who are making the expected progress and reaching national-average standards by the end of Year 2 and Year 6 has increased. This builds on the improving trend over time, but standards are still not as high as they should be.
- Attainment in writing is broadly in line with the national average, but the most able pupils are not reaching the standards of which they are capable over time. Standards in reading have improved and are now broadly in line with national averages. Attainment in mathematics is also broadly in line with the national averages except for the most able pupils. The most able pupils are not consistently achieving their potential throughout the school.
- The proportion of pupils making the progress expected of them in English and mathematics is improving. The proportion of pupils exceeding the progress expected of them in English and mathematics is not high enough over time.
- Effective use of the pupil premium funding ensures an increasing proportion of those known to be eligible for free school meals are now making better progress. In 2013, pupils eligible for support through the pupil premium attained at broadly the same levels as their peers. This indicates that the gap is now closed.
- Most girls make progress that is expected with a growing, but still too small, proportion making more than expected progress. Their progress and attainment overall is better than the boys'. This is because they have better attitudes to learning than some, but not all, boys.
- Some boys and the most able pupils do not make expected progress.
- Support in the classroom for disabled pupils and those with special educational needs results in these pupils making the same levels of progress as their classmates. Recent changes in how classes and groups are organised mean that more of these pupils are beginning to make better than expected progress. The promotion of equality of opportunity is a feature of the school's improvement.
- Teachers place emphasis on improving pupils' skills in literacy and numeracy so they are not a barrier to them achieving success. They do not do enough to develop pupils' knowledge and understanding of the world outside their locality.
- Pupils take part in a range of physical activities. Athletics, gymnastics and football are popular with pupils and the primary school sport funding is put to appropriate use.

The quality of teaching

requires improvement

- There is not enough good or better teaching to ensure pupils have good levels of understanding, knowledge and learning across a wide range of subjects. Teachers do not ensure that all pupils are attentive. The most able pupils are not given work that stretches them.
- Teachers do not have high enough expectations, including in the Early Years Foundation Stage. Most lessons start promptly. Although many lessons move briskly, this is not consistent for all groups or classes. Too often, pupils do not do enough writing.
- The atmosphere in lessons is not always positive. Too often, boys are lethargic and uninterested in learning.
- The use of homework is inconsistent. It is undemanding for some of the older and most able pupils.
- Teachers usually give helpful feedback in marking to pupils, but incorrect grammar and spelling are sometimes overlooked. Pupils are given a clear indication of what they need to do to improve but teachers do not ensure that pupils act on this.

- Teachers recognise that pupils sometimes learn best when they find things out for themselves and encourage good use of new technologies to do this. At times, this gets in the way of the development of good writing skills.
- Where pupils learn well, they are provided with teaching that helps them to rectify previous mistakes and set tasks that help them to make good progress. A programme to support teachers' professional development is in place. Over the last 18 months or so, teachers have been afforded opportunities to observe others in other schools and have also benefited from more focused in-school training.
- Teaching assistants provide good support to pupils, including those with special educational needs and pupils supported by the pupil premium. Their skills are used increasingly well by school leaders to keep small numbers of pupils in classes and enable teaching to be pitched to meet better the needs of all groups.
- Staff are happy with the support they have and the direction in which the school is moving.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. Inspectors collected a wide range of evidence to indicate that day-to-day behaviour around the school is almost always good. However, in lessons, too many boys are not keen to learn. They do not settle quickly and dawdle over their work. Teachers are not tackling this.
- Not all staff are consistent in managing pupils' behaviour, which means that some boys do not understand what is expected of them. This is having a negative impact on the progress made and standards reached by some boys.
- Classrooms and the school's working areas are tidy. There is no graffiti. The outdoor environment for learning is interesting and well maintained. Pupils' uptake of school meals has increased, as a result of more wholesome food being provided since last year. This effectively supports pupils' well-being.
- Exclusions from school are very rare and are only used as a very last resort. Attendance is average and the number of pupils who are persistently absent is small.
- Pupils, staff and the parents to whom inspectors spoke are almost universally positive about behaviour and safety. The school enjoys the support of parents but a few who responded to the Parent View questionnaire feel that more could be done to enhance communication.
- Pupils are aware of different forms of bullying, including prejudice-based bullying. The school makes efforts to instil a sense of 'right and wrong'. Name calling is rare and is dealt with effectively.
- The school's work to keep pupils safe and secure is good. The school has very recently reviewed its safeguarding policy. There are high levels of staff supervision at play and lunchtimes, and sensible movement around the school. Because of the new grouping arrangements, pupils of all ages often move between classrooms and this is mostly done without fuss or delay. Pupils know how to manage risk.
- Designated teachers and other staff receive training appropriate to their levels of responsibility. The school reacts quickly to any concerns and vulnerable children are cared for well.
- Daily assemblies foster a sense of spirituality. Pupils enjoy the daily 'shake and wake' sessions.
- Sex and relationships education is covered in the context of the school's ethos, which is based on respect and trust.

The leadership and management

require improvement

- The headteacher provides the school with strong leadership. She has successfully steered it through a rocky patch and has acted on sage advice from the local authority. The school is not a good school yet but is well on the way.
- There is an expectation that everyone shows respect and courtesy. Not all pupils are doing their

best to meet these expectations yet. However, academically, the 2013 results and predictions for this year indicate the steps that have been taken are bearing fruit.

- The school improvement plan is very much a working document that is written in simple language.
- Senior leaders monitor the progress of every pupil meticulously. They now intervene to support pupils who have the greatest need and are in danger of falling behind academically. All subject leaders have yet to play a significant role in this. Subject leadership is yet to be developed in order to check on provision and outcomes systematically.
- Performance management arrangements are straightforward. There is a sound link between monitoring of the performance of teaching, the programme of professional development, salary progression and promotion.
- The pupil premium funding is monitored carefully and spent well. The result is that the rate of progress pupils make is much better than it was previously.
- The curriculum meets the needs of most pupils well but the most able are not pushed hard enough. There is a range of extra-curricular activities.
- Pupils' spiritual, moral, social and cultural development requires improvement. Some boys do not value education enough. The development of pupils' cultural experiences is limited and many do not have a good knowledge of the world outside their immediate locality.
- The school records the pupils who take part in physical education and sport through the primary school sport funding. It has yet to evaluate routinely the impact this is having on all, but it does know about pupils who excel in particular sports.
- The school has been well supported by its local authority, which has provided advice through its subject officers. The school is now benefiting from its developing links with an 'alliance' of local schools.
- **The governance of the school:**
 - Governors hold senior leaders to account for the school's work but do not have an accurate understanding of its overall performance. As a result, underperformance has not been fully tackled. More robust review of the school's improvement plan and how good teaching is rewarded would avoid misunderstanding about the school's current position when judged against Ofsted criteria. Governors view of the quality of teaching is too generous.
 - However, governors do have a good knowledge and understanding of particular strands of the school's performance. This includes the impact of spending, including the pupil premium, on pupils' current progress. Governors have also taken their eye off the ball regarding other aspects of the school's work, such as its website, which is particularly important given the reservations some parents have about home-school communication.
 - Governors have started to take part in training alongside staff and this is proving helpful to all. They are open-minded, welcome new ideas and support innovation if it means that pupils benefit. They encourage the headteacher to source external expertise in key areas, such as how to track pupils' progress and attainment over time.

What inspection judgements mean

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

School details

Unique reference number	111639
Local authority	Redcar and Cleveland
Inspection number	430921

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	225
Appropriate authority	The governing body
Chair	Sue Nicholson
Headteacher	Kirsty Reilly
Date of previous school inspection	30 May 2012
Telephone number	01642 471298
Fax number	01642 471298
Email address	kreilly@riverdale.rac.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

