

Riverside Primary School

Belmont Avenue, Hereford, HR2 7JF

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From their typically low starting points, pupils achieve well.
- Pupils' progress is regularly tracked by teachers, ensuring that interventions are timely and effective.
- Good teaching helps pupils of all abilities and groups to make good progress.
- Typically, behaviour is good and makes a significant contribution to pupils' learning and personal development. Pupils say that they feel safe in school.
- Pupils are highly appreciative of the excellent levels of care, guidance and support provided by the school for all pupils, especially those with special educational or personal needs.
- The headteacher has developed a strong team of leaders and managers who have accurately identified the school's strengths and what they need to do to make it better.
- Governors are well informed and provide good levels of challenge for senior leaders to bring about improvements. They are aware of the requirement to keep pupils safe, and they make sure that the adults in school are trained to do so.

It is not yet an outstanding school because

- There is not enough outstanding teaching to make sure that pupils make excellent progress.
- Phonics is not sufficiently well developed in the Nursery and Reception classes.
- Not enough pupils reach the expected level in reading, writing and mathematics by the end of Year 2.

Information about this inspection

- The inspectors visited 26 lessons and observed 21 teachers. Six observations were carried out jointly with the head teacher.
- A wide range of documents were looked at, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures, the school's self-evaluation and planning for improvement, records of monitoring the quality of teaching and the minutes of the governing body meetings.
- The inspectors looked at samples of pupils' work across a wide range of subjects and ages.
- Questionnaires from 42 members of staff were analysed. The inspectors took account of the views expressed in 27 online responses from Parent View and comments from parents during informal meetings on the playground before school.

Inspection team

David Evans, Lead inspector

Additional Inspector

Joseph Skivington

Additional Inspector

Sarah Noble

Additional Inspector

Full report

Information about this school

- Riverside is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action and those with special educational needs supported by school action plus, including those with a statement of special educational needs, is above average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, those known to be eligible for free school meals and pupils whose parent is in the armed forces, is above average.
- The proportion of children joining the school mid-year or mid-key stage is higher than normal.
- The school did not meet the government's current floor standards in 2013, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school provides a breakfast club, which is managed by the governing body.

What does the school need to do to improve further?

- Further improve the quality of teaching so that an increasing proportion of pupils' achievement is outstanding.
- Raise standards and accelerate progress in reading, writing and mathematics so that a higher proportion of pupils reach the expected level for their age at the end of Year 2 by:
 - improving the quality of phonics teaching to give a more secure basis for progress in literacy in Years 1 and 2
 - providing children with more frequent opportunities to learn and develop a secure knowledge of number and shape in all areas of learning.

Inspection judgements

The achievement of pupils is good

- Most children enter the Early Years Foundation Stage with skills and knowledge much lower than those typical for their age, particularly in speech and language.
- Although all groups of pupils make good progress in school, the standards they reach in English and mathematics are affected by their low starting points and the very complex needs of a significant number.
- Standards in Key Stage 1, although below average, are improving. However, attainment in the Year 1 national phonics screening check was below average and this was because the teaching of phonics in the Nursery and Reception classes had not always helped pupils to develop their literacy skills well enough.
- Attainment data are also affected by the school's high mobility factor. The school has a growing reputation for helping children with special educational needs to make good progress and a substantial number of children have joined the school at different times over the last year or so.
- Standards in Year 6 were particularly affected in 2013 by the high proportion of pupils at school action plus as well as by the large number of pupils who joined the school towards the end of the key stage.
- Inspection evidence and the school's tracking information show that pupils in all year groups are in line to reach challenging targets for progress. Pupils' performance in the current Year 6 is on course to exceed that of 2013, when not enough pupils reached or exceeded the expected level in reading, writing and mathematics.
- The most able pupils are challenged in their learning because staff are ambitious for them to reach the highest levels. They are given work that extends their knowledge and skills, and the number of pupils expected to reach the higher levels in summer 2014 has increased.
- Interventions put into place for pupils eligible for pupil premium funding, such as speech and language support for younger pupils, small-group teaching to target writing and mathematics skills, and behaviour and social support, are effectively enhancing the provision. In 2013 the Year 6 group were at least three terms behind their classmates in writing and mathematics and five terms behind in reading. However, when looking at the progress of individual pupils currently eligible for this funding in each year group, it is good, gaps in attainment are closing and they are reaching standards similar to their classmates.
- There is a strong emphasis on learning to read and, although a significant number of pupils find reading difficult, they try very hard and take it very seriously. Specialist extra support for reading is helping these pupils to make good progress. They successfully use the strategies they have been taught to read unfamiliar words. By Year 6, standards in reading are close to the national average and most pupils read fluently with expression and can discuss authors and books they have enjoyed.
- Good quality writing is displayed around school. Pupils' writing has been a stronger aspect of their work for some time.
- In mathematics, pupils make quicker progress at Key Stage 2. This is because of strong adult support and setting of pupils. As a result, the standard of pupils' work in the current Year 6 is

above what is expected nationally. Pupils' work in Years 3 to 6 shows that they are now making good or better progress, especially in Years 5 and 6

- Pupils who have a disability, those who special educational needs and those entitled to free school meals make consistently good progress, and some make outstanding progress. They are given very good one-to-one support in lessons and in small groups.

The quality of teaching is good

- Pupils make good progress because of high expectations, accurate questioning, strong support from adults and close monitoring of their work.
- However, teaching is not outstanding because phonics teaching is not sufficiently well developed and, on occasions teaching in the Early Years Foundation Stage and in Year 1 does not provide children with enough opportunities to learn and develop a secure knowledge of number and shape in all areas of learning.
- Well-trained teaching assistants provide effective support and challenge for small groups of pupils, including those who have special educational needs, those known to be eligible for the pupil premium and those who have joined the school recently. As a result, these pupils make similar progress to their classmates.
- There is a high level of consistency in the marking of pupils' work, with a clear focus on what pupils have done well and what they need to do to improve. Good use of targets and regular use of self-assessment help pupils to know how well they are doing and this contributes well to their good achievement.
- Pupils learn well because they make helpful links with previous lessons and this enables them to move forward quickly in their learning.
- High quality teaching in mathematics gives pupils some time to think about what had been said about their last piece of work and to check each other's work. This was evident in stimulating Year 3 and Year 5 mathematics lessons when they used the feedback to make sure that they applied their skills correctly to everyday problems they were given to solve.
- At the heart of the good teaching and learning are excellent relationships between teachers, staff and pupils. The atmosphere of classrooms is very positive. Teachers and teaching assistants praise pupils often, providing good guidance and support. In discussions with pupils, the knowledge that teachers want the best for them and will always help them are two of the first things pupils said when asked why they liked school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school instils in them a strong sense of responsibility. The behaviour policy makes boundaries clear for pupils and the consequences if they do not fulfil the school's expectations. Pupils of all ages play together happily at lunchtimes, with staff organising games to keep them occupied.
- The school is a very calm place and pupils are very clear about to whom they should go if they are troubled. They know that adults will listen to them and help them to resolve their difficulties.

- Pupils are mostly highly motivated. They are very attentive in lessons and listen carefully when their classmates are answering questions. Pupils collaborate well when working on tasks together or when sharing their ideas in discussion.
- The school's work to keep pupils safe is good. Pupils are taught very effectively to assess potential risks to their well-being, such as those associated with road safety and the use of the internet and harmful drugs, at the appropriate age.
- Pupils have been taught to recognise different types of bullying, including prejudice-based bullying and cyber-bullying. They are convinced that bullying is rare, but that if it does occur it is taken seriously and quickly dealt with by teachers.
- Staff provide excellent care for all pupils. They create a happy, secure school where every child feels valued. Pupils whose circumstances may make them vulnerable, including those with English as an additional language and those who join the school during the year, are exceptionally well supported to integrate fully with their peers. Parents unanimously agree that their children are safe and well cared for in school.
- Being a member of the school council and other responsibilities around the school provide very good opportunities for pupils to develop their personal and social skills.
- Attendance is above average and the school has rigorous procedures for dealing with absence.

The leadership and management are good

- The determined leadership of the headteacher, ably supported by the deputy head and leaders and managers at all levels, is securely focused on improving teaching to raise pupils' achievement. The headteacher has created a culture of high expectations across the school which is shared by all staff. Teachers and other adults understand what is expected of them and are keen to work together to keep improving. However, leadership and management is not yet outstanding because teaching is not outstanding and not enough pupils reach the expected level for their age at the end of Year 2.
- Leaders have an accurate view of the school's strengths and weaknesses and regularly review what is going well and what needs to be done better. Senior leaders systematically check how well individual pupils and groups are doing to make sure that any pupils not making enough progress are quickly identified and given extra help. Subject leaders regularly check how well pupils are achieving by looking at teachers' plans and pupils' work.
- The management of teachers' performance is robust. It identifies good practice and training needs to support the school's priorities and improve teaching. There is a clear link between teachers' performance and their salary progression. Through these processes leaders have ensured that there is no inadequate teaching at the school.
- Senior leaders have effectively followed up the recommendations from the last inspection report, for example improving teachers' marking so pupils know what they need to do next to improve their work. Teachers speak highly of the support they receive from senior leaders, including coaching support for teachers new to the profession.
- The stimulating curriculum, 'the learning challenge', fosters pupils' interests and talents, and develops a genuine love of learning. It is well structured to give pupils frequent opportunities to explore similarity and difference in other cultures, to consolidate literacy and numeracy skills and

prepare them well for the future with good social skills and enquiring minds.

- The school effectively supports pupils' spiritual, moral, social and cultural development. Pupils benefit from a good balance of exciting activities and visits. The strong focus on supporting literacy across all subjects in topics has had a positive effect on pupils' progress, eagerness and ability to learn and work on their own and as a team.
- The school makes good use of its pupil premium funding, providing an extensive programme of support for reading, mathematics, pupil welfare and activities to extend such pupils' experiences of the wider world. The success of this is shown in the improved progress of those pupils eligible for support through this funding.
- The school makes good use of the additional funding for sports by employing a sports coach to train teachers and to extend the range of sports and clubs available. The skills that pupils are acquiring, such as teamwork, are used well in classrooms
- The local authority has provided little support for the school since the last inspection. Consequently, the school has sought the support of outside agencies.

■ **The governance of the school:**

- The governing body shares the headteacher's ambition to create an outstanding school, and fully supports measures to achieve this. The governing body has several new members since the previous inspection and has been through a re-structuring exercise to improve its efficiency. Governors provide very good support and challenge for the school because they are well informed about all aspects of its work and are alert to any variations in performance. They hold the school leaders to account for the way funding for pupils supported by the pupil premium is used to raise their achievement. They have a good knowledge of the quality of teaching, and they hold teachers to account for pupils' achievement, only rewarding those who fully meet their targets and eliminating poor teaching. Governors ensure that safeguarding procedures meet requirements so that pupils and staff are safe and secure in school. Finances are well managed to provide effective interventions so that pupils achieve well.

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	128077
Local authority	Herefordshire
Inspection number	439885

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	500
Appropriate authority	The governing body
Chair	John Trout
Headteacher	Jim Preston
Date of previous school inspection	16 March 2011
Telephone number	01432 274653
Fax number	N/A
Email address	admin@riverside.hereford.sch.uk

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