

Riverbridge Primary School

Knowle Green, Staines, Surrey, TW18 1AJ
Park Avenue, Staines, Surrey, TW18 2EF

Inspection dates 16–17 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early Years Provision		Requires improvement	3

Summary of key findings for parents and pupils

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

- Pupils' achievement in reading, writing and mathematics requires improvement as it is not yet good. Teaching over time has not been good enough to enable pupils to make good progress.
- Teachers do not always challenge pupils enough in lessons through work that is set at the right level of difficulty for them.
- Teachers' questioning does not probe pupils' knowledge and understanding enough, and staff are too slow to act in lessons when pupils are unclear about their work.
- Teachers' feedback does not consistently give pupils helpful advice on how to improve their work or make sure they follow it up.
- Provision in the Reception classes requires improvement as it is not yet good.
- Progress in reading is hampered by a lack of attention to the development of pupils' skills. There is not enough emphasis on spelling, punctuation and grammar or extended writing. Pupils do not get enough opportunities to practise problem solving in mathematics.
- Leaders of subjects and key stages, most of whom are fairly new to their roles, are not fully involved in driving rapid improvement. Mostly, their action plans are not linked closely enough to measurable outcomes in terms of teaching and pupils' progress.
- Senior leaders and managers are not thorough enough in checking the quality of teaching to ensure it is of a consistently good quality.

The school has the following strengths

- Pupils' progress has recently started to speed up. There are pockets of good progress across the school, particularly in reading and writing, and more recently in mathematics at Key Stage 2.
- Very careful checks on pupils' progress are ensuring that any pupils falling behind are quickly identified and given support to help them catch up.
- Children in the Nursery make a good start to their learning due to good provision, excellent relationships and strong links with parents.
- The headteacher and senior leaders make sure that the school is a calm, purposeful and welcoming learning environment. Consequently, pupils behave well and feel safe in school. Leaders have dealt well with the staff changes and issues of managing several sites that have sometimes disrupted learning in the past.
- Governors provide effective support and challenge to the school. They have clear action plans in place to support the school in improving standards.

Information about this inspection

- The inspectors observed teaching and learning in 31 lessons, three of them jointly with senior staff.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and two other governors, the headteacher and other senior staff, and a local authority officer.
- The inspectors took account of the 94 responses to the online Parent View survey. They also spoke to several parents when they brought their children to school. The inspectors considered responses to the 64 staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including: the school's own information on pupils' current progress; planning and checks on the quality of teaching; assessment; the new curriculum; the school's self-evaluation; records relating to behaviour and attendance; the sports premium action plan; and documents relating to safeguarding.
- The inspectors listened to pupils read in Year 2, Year 4 and Year 6.

Inspection team

Janet Sinclair , Lead inspector	Additional Inspector
David Westall	Additional Inspector
Bruce Waelend	Additional Inspector
Michael Sutherland-Harper	Additional Inspector

Full report

Information about this school

- Riverbridge Primary is a larger-than-average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- There is an above-average proportion of pupils from minority ethnic groups. The proportion of pupils who speak English as an additional language is also above average. Some of these pupils are at an early stage of learning English.
- The proportion of pupils supported by the pupil premium (additional funding for looked after pupils or those known to be eligible for free school meals) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has an on-site nursery. Children attend part time either from 9 am to 12 noon or 12.45 pm to 3.15 pm during term time. Over half of the children transfer to the Reception classes in the main school.
- The school was originally on three sites but from September of this year is now housed on two sites which are within a short walking distance of each other.
- There has been several staff changes, particularly at middle leader level, since the previous inspection.
- There is an on-site breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching, including in the Reception classes, so that it is consistently good or better by:
 - ensuring all pupils are fully challenged through tasks set at the right level of difficulty and that their understanding of these tasks is regularly checked within the lesson
 - making sure that questioning deepens pupils' thinking and, where necessary, tasks are reshaped quickly to ensure effective learning
 - ensuring that all teachers give pupils helpful advice about how to improve their work and check that pupils follow this advice.
- Improve pupils' achievement by:
 - increasing opportunities for extended writing and giving greater attention to spelling, punctuation and grammar in written work
 - ensuring pupils have regular opportunities for practical problem solving and investigation in mathematics
 - ensuring that the development of key reading skills is recorded and this is used to set clear targets, both for independent and guided reading.
- Build the capacity of leadership and management to drive improvement by:
 - developing the role of all middle leaders so that they are held more accountable for accelerating pupils' progress and have clear action plans that are specifically linked to this
 - ensuring that senior leaders are more thorough in monitoring the work of teachers to ensure greater consistency.

Inspection judgements

The leadership and management

require improvement

- The work of leaders and managers has not yet resulted in good-quality teaching and achievement across the school.
- There have been several changes since the previous inspection, including middle leaders. This has sometimes disrupted pupils' learning. Senior staff have worked well to manage this and have recently put systems in place to secure improvement. For example, they have improved mathematics and the teaching of phonics (letters and the sounds they represent). They have also improved systems for tracking the achievement of all groups of pupils to ensure gaps in the progress of different groups are closing.
- Middle leaders, many of whom are new, are keen to bring about improvement in their areas of responsibility and are having training and specialist support. However, most of their action plans are not specific enough in terms of ensuring consistency of teaching or speeding up pupils' progress. This limits their contribution to driving improvements in their areas or year groups.
- The school improvement plan is detailed and comprehensive, regularly shared with staff and governors, and clearly sets the agenda for improvement. This is having a positive impact on speeding up progress.
- Checks on teaching and learning by senior leaders includes regular lesson observations, coaching, and checking teachers' planning and pupils' work. Leaders aim to tackle weaknesses in teaching, but systems are not yet thorough enough to ensure that practice is consistently good.
- The school has an appropriate process for setting staff targets which means that staff have individual and whole-school priorities linked to improving their performance and are held accountable. Staff are pleased with the support they get through, for example, staff meetings and attendance at courses.
- The school has used the government's primary sports funding to employ sports coaches, provide professional development for all staff and purchase new equipment. It has also enabled the school to provide more competitive sports and after-school clubs. This is already having a positive impact on pupils' skills and staff expertise. Pupils particularly enjoy the lunchtime activities provided that enable them to be physically active.
- The curriculum is broad and balanced. It includes well-planned religious education that takes into account the school's diverse population, the teaching of a modern foreign language and a range of sporting activities. It also focuses well on promoting British values. This is beginning to contribute to pupils' improving achievement.
- The local authority provides moderate support for the school, including regular guidance and specialist support in order to bring about improvement. This has particularly helped with the recent improvements in mathematics.
- The school has effective policies and procedures to ensure the safeguarding and safety of all pupils and staff.
- The school works well with parents. This starts in the Nursery with good induction for children and parents so that there is good communication from the outset. The school provides many workshops for parents including a recent phonics workshop and a talk on e-safety. Parents spoken to were very happy with the school and were particularly positive about the improvements to the Park Avenue site.
- **The governance of the school:**
 - Governors fulfil their statutory duties well. They have strengthened the governing body as a whole in order to challenge the school more effectively. They now have a clear action plan, a rota of visits with strong links to the school's priorities and effective committees. This enables them to provide good support and challenge to the school. They learn about how effective teaching and learning are because the headteacher keeps them informed, they visit classes to check for themselves and they follow up on any issues identified. They ensure that all safeguarding policies and procedures are in place so that pupils and staff are kept safe. They oversee the school's finances, which they carefully check. They also check how additional funding is spent to ensure that this is used effectively. They are clear about how well pupils in the school are doing and are very focused on improving achievement. Governors undertake appropriate training so that they develop their knowledge and skills and are well informed of local and national initiatives. They are involved in setting targets for the headteacher's performance and also check the process in place for all staff. They are clear about rewarding good teaching and tackling underperformance, where necessary.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good.
- Pupils behave well in lessons and around the school. Behaviour has improved well since the previous inspection.
- Pupils particularly enjoy lunchtime break as there is a sports coach and lots of activities they enjoy that keep them fit. They respond well by using equipment sensibly.
- There are classroom, playground and school rules that are prominently displayed and pupils are clear about the consequences of poor behaviour. They say that targets and 'the core skills dragons' help to keep them focused on behaving well.
- The school has effective policies and procedures to promote good behaviour. Older pupils say that behaviour has improved really well over recent years. They speak highly of the school, the teachers and the improvements that have been made.
- Pupils have good attitudes to their work and say that lessons are enjoyable. This, coupled with a positive learning environment and good relationships, ensures a harmonious learning environment. Occasionally, however, when lessons do not engage them, a few become fidgety and lose interest.
- Pupils are kind and respectful towards each other and support each other well. Pupils enjoy taking on responsibilities such as being school councillors, prefects and playtime buddies. They all take their roles seriously and are pleased that they help each other, contribute to keeping the school safe and ensure everyone behaves well.
- Pupils are clear about what constitutes bullying and say that bullying of any description, although not usual, is dealt with quickly by staff. There are no recorded incidents of bullying. The school holds an anti-bullying week and this ensures pupils are clear about what bullying is.
- Attendance is average. The school monitors it carefully, involving the education welfare officer when necessary.
- The breakfast club provides a good breakfast and activities for pupils. This provides a good start to the day.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils respect the views of others and pupils of all backgrounds get on very well with each other. Pupils are keen to accept responsibility and help others. They know right from wrong, and enjoy social events such as being in the school choir.

Safety

- The school's work to keep pupils safe and secure is good.
- The school provides a safe environment for its pupils. Pupils learn about how to stay safe through, for example, training in cycling, e-safety and road safety.
- Pupils say that they feel very safe in school and are confident of adult help if they have any worries. They also know that playground buddies are there to help them if they need it.
- The vast majority of parents who responded to the online Parent View survey, and all of those spoken to during the inspection, agree that behaviour is good and the school keeps their children safe.

The quality of teaching requires improvement

- Teaching requires improvement because it has not been good enough over time to ensure pupils make consistently good progress. Staffing changes and disruption have adversely affected the consistency and quality of teaching. This has limited pupils' overall progress.
- Work is not always set at the right level for pupils; it is sometimes too hard for the least-able pupils and not hard enough for the most able.
- Teachers do not always use probing questions to develop pupils' thinking or clarify their understanding. Additionally, they do not check sufficiently on pupils' understanding during lessons so that they can then reshape tasks quickly to ensure effective learning.
- Staff do not make sure there are enough opportunities for practical, hands-on problem solving in order to fully develop pupils' mathematical understanding. This means they do not learn to use and apply their skills sufficiently well.
- Teachers do not always use marking well to help pupils improve their work or show they have understood and acted on advice. There are examples of effective marking that are not yet shared across the school.
- Teaching is now helping to develop pupils' spelling, punctuation and grammar skills through a more

focused approach. It is not yet used well enough to ensure pupils apply these skills to their everyday writing.

- Guided reading sessions provide pupils with regular opportunities to read and develop their comprehension skills. However, teachers' records do not focus enough on the efficient development of pupils' reading skills. This means that they cannot accurately pitch work at the right level and this, in turn, slows learning.
- Improved teaching of phonics, through a more structured approach, is beginning to ensure the development of key skills in a systematic way. Pupils are starting to use these skills in their reading and writing. This was evident when Year 2 and Year 4 pupils read to the inspectors and used their phonic skills to read unfamiliar words.
- There is clearly a better picture in teaching of mathematics at Key Stage 2 this term. This was seen in the quality of pupils' work, the impact of teachers' feedback on pupils' learning and the increased level of challenge.
- Teaching assistants provide sound, and sometimes good, support, particularly for small groups of pupils. These groups include pupils who are disabled, those with special educational needs, those known to be eligible for the pupil premium and those at an early stage of learning English. For example, one-to-one reading that develops confidence and letters and sounds knowledge, vocabulary support to help with spoken English, and specific work on number.
- Although pupils write across subjects, and for different purposes, there are not enough opportunities for extended writing at Key Stage 2, and this slows progress.
- Good teaching in French enables pupils to learn well and provides effective challenge, particularly for more-able pupils.
- Teachers use homework well to support their work in the classroom, for example reading, writing and mathematics work in books and mathematics and spelling online.

The achievement of pupils

requires improvement

- Pupils' attainment has been below average at the end of Year 6 and progress, particularly in mathematics, has not been good enough.
- Attainment at the end of Key Stage 1 is at national expectations and has been so for several years. Progress requires improvement.
- The progress of disabled pupils and those with special educational needs requires improvement. Their achievement is beginning to improve due to better checks on their progress and an increased focus on ensuring that they get the support they need.
- Pupils at an early stage of learning English get help tailored to their specific needs. This enables them to make similar, and sometimes better, progress than other pupils in the school.
- Pupils from minority ethnic backgrounds make similar and sometimes better progress than other pupils in the school.
- In order to more fully meet the needs of more-able pupils, the school has set up a register and provides supplementary activities. However, work in lessons does not provide enough challenge for them so they do not achieve as well as they could.
- The proportion of pupils who reached the required level in the Year 1 phonics screening check was close to national figures. The school has introduced a more structured approach and daily lessons in the teaching of phonics. The impact of this is beginning to show in pupils' reading and writing in lessons.
- Progress in reading is accelerating. There is an increased focus on reading, with regular guided reading sessions. Pupils also read regularly at home. However, staff do not record the development of pupils' skills in a systematic way so this makes it difficult for them to set clear targets for either their independent or guided reading. This slows their overall progress.
- The school is working hard to improve writing and there is increasing evidence of good progress. However, progress is hampered by too few opportunities for extended writing at Key Stage 2 and there is not enough emphasis on a systematic approach to teaching, spelling, punctuation and grammar.
- Achievement in mathematics is hampered because pupils have too few opportunities for problem solving and investigation.
- Very careful checks on pupils' progress ensure that the school has a clear view of how well individual groups of pupils are doing. Steps are taken to ensure that those falling behind are given additional support. This is helping to close the gaps in the performance of different groups and shows that the school is focused on promoting equality of opportunity and tackling discrimination.
- Disadvantaged pupils who are supported by additional funding attained well below the national average in

reading, mathematics, punctuation, spelling and grammar, and writing in 2013. Their attainment in English and mathematics was about a year behind that of other pupils nationally. The 2014 unpublished data show a similar picture. However, the attainment and progress of disadvantaged pupils currently in the school is improving and is closer to the national average. The gap between the achievement of these pupils and their classmates in the school is also improving. These improvements are due to more effective use of the additional funding.

The early years provision

requires improvement

- Progress across the Nursery and Reception classes is uneven. Children start in the Nursery with skills and abilities below the levels expected for their age, particularly in spoken English. Children do well in the Nursery and make good progress due to effective teaching and support. However, children's progress in the Reception classes slows and therefore requires improvement.
- In the Nursery, staff provide a range of stimulating activities that engage children fully in their learning. For example, children enjoyed visiting the baby clinic to have their babies' health checked, dressed up as fire officers and happily took part in role play. Relationships are excellent and staff interactions are supportive, yet challenging, enabling children to learn well.
- In the Reception classes, although staff provide a range of interesting activities for children to undertake by themselves, they do not question children in a way that extends their ideas or develops their understanding. Additionally, there are not enough staff involved in supporting them in order to extend their academic and personal learning, and this slows their progress.
- Appropriate teaching of letters and sounds and number work in the Reception classes helps the children with their reading, writing and counting skills.
- The outdoor areas are well resourced and provide good opportunities for children to be physically active, explore materials and use large wooden blocks for building. This promotes their physical and creative development well.
- Staff record children's learning on a daily basis. There are careful checks on children's progress and targeted support for those falling behind to ensure they catch up. Any gaps between the attainment of different groups are picked up through this process and this is helping to close the gaps in the attainment of different groups. This ensures that children are appropriately prepared for Year 1.
- The leadership of the early years is good. The leader is aware of the need for further improvement and is clear about how to bring it about.

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	125092
Local authority	Surrey
Inspection number	449030

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	622
Appropriate authority	The governing body
Chair	Laura Ellis-Philip
Headteacher	Maggie Robertson
Date of previous school inspection	23–24 October 2012
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