

Riston Church of England Voluntary Controlled Primary School

Main Street, Long Riston, Hull, HU11 5JF

Inspection dates 19–20 November 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The school is well led by the headteacher. She promotes an ethos in which pupils, and adults, enjoy learning and achieving together.
- The early years provision motivates children to develop through imaginative learning opportunities, that are well matched to their needs and interests.
- Across the school, most pupils make good progress, attaining overall average standards by the end of Year 6.
- Teaching is generally good, and pupils enjoy the many activities that stimulate their thinking.
- Disabled pupils and those with special educational needs achieve well because adults provide timely challenge and support.
- Attendance is above average. Pupils say how much they enjoy coming to school. They are very well-mannered and most welcoming to visitors. Pupils feel exceptionally safe, very well looked after, and behave very well.
- Pupils' spiritual, moral, social and cultural development is good. It is promoted effectively through the excellent relationships in school, and through well-planned visits and activities that develop pupils' confidence and personal qualities.
- Parents are very pleased with the progress their children make, and feel their views are always listened to.
- Governors evaluate systematically the performance of the school through the detailed information they receive.

It is not yet an outstanding school because

- A minority of pupils do not make enough progress in writing, especially across Key Stage 1.
- Occasionally, teaching does not check that all pupils' needs are being sufficiently met, and that all pupils are challenged enough.
- The work of teaching assistants in supporting pupils' learning is variable.
- Not all pupils respond fully to teachers' marking and comments that invite them to improve their work.

Information about this inspection

- The inspector observed teaching and learning in 8 lessons, of which one was a joint observation with the headteacher. The inspector also listened to pupils from Years 2 and 6 read.
- Pupils' work was sampled informally in lessons and the inspector also looked at Year 2, Year 5 and Year 6 pupils' literacy books in detail.
- The inspector also reviewed a range of documents including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governing body meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Meetings were held with pupils, governors and school staff, including those with management responsibilities. A discussion also took place with a representative from the local authority.
- The inspector evaluated the 28 responses of parents to Parent View (the Ofsted on-line questionnaire), as well as responses by 58 parents to the school's own questionnaires. The inspector also took account of the views of 12 members of the school's staff through the inspection questionnaires they returned.

Inspection team

Andrew Swallow, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils (those for whom the pupil premium funding provides support), is below average. Pupil premium funding is extra money to support pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who have special educational needs is broadly average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school receives support from the local authority and is a member of a local cluster of schools.
- Since the previous inspection there have been changes in staffing and governance, including the appointment of a new Chair and Vice-Chair of Governors.
- Increasing numbers of pupils join the school at times other than the beginning of the school year due to the school's growing popularity.

What does the school need to do to improve further?

- Accelerate the progress in writing of a minority of pupils, especially across Key Stage 1, by:
 - encouraging even more pupils to talk through their ideas thoroughly, using full sentences and varying their choice of language, before beginning to write
 - ensuring that the teaching of letters and sounds is of a consistently high level so that pupils decode new and unfamiliar words more confidently and feel secure in using them in their writing
 - taking full advantage of the afternoon dimensions curriculum to reinforce legible handwriting, and opportunities for informal and formal writing that expresses key ideas and information, in carefully sequenced, punctuated sentences and paragraphs.
- Improve the quality of teaching even further, by:
 - ensuring there are more careful checks on pupils' understanding in lessons, so that all are consistently challenged and learn exceptionally well
 - ensuring that all pupils respond fully to the regular feedback provided about how they can improve their work
 - ensuring the work of teaching assistants makes consistently effective contributions to pupils' learning.

Inspection judgements

The leadership and management are good

- The headteacher is highly respected by parents, pupils and by staff. She exudes high expectations on the part of all pupils. Teamwork throughout the school is strong, and morale is good. The headteacher is ably supported by all staff and by an effective governing body.
- Subject coordinators are now fully involved in carrying out regular checks on the quality of teaching and learning. Governors complement this work with regular visits to the school and by their own judgements of how well it is doing. Performance management of staff is rigorous and appraisal procedures identify the precise training needs of each individual.
- Training opportunities draw on the expertise of staff within school, local authority personnel and specialist teachers from other schools. The headteacher has the right systems in place to make decisions about teachers' movement up the salary scale, based on accurate information about their quality of teaching and its impact on pupils' learning.
- Procedures to gather information about pupils' achievement are used successfully to reduce the challenges that prevent some pupils from learning. As a result, all pupils have an equal opportunity to do well. Gaps in performance between disadvantaged pupils and their peers are closing.
- The curriculum promotes pupils' reading, writing and mathematical skills generally well, although opportunities are sometimes missed to reinforce these skills in the afternoon 'dimensions' experiences.
- Pupils' all round development is enriched by music, singing and sport. For example, pupils talk excitedly about the Christmas DVD they have recently recorded, their weekly percussion drumming and opportunities to play the recorder and classical guitar. They thoroughly enjoy the ten weeks swimming programme in Years 3 and 4, summer tennis coaching and the bi-annual residential in upper Key Stage 2.
- The many visits, thought provoking assemblies and topics such as 'Three Giant Steps,' 'Spaced Out!' and 'Happy Families,' are at the centre of pupils' good spiritual, moral, social and cultural development. They prepare them well for life in modern Britain and contemporary society.
- The school makes good use of its pupil premium funding to improve the achievements of disadvantaged students. The appointment of additional staff has helped to provide one-to-one literacy and numeracy tuition and small group work for pupils falling behind, as well as to provide bespoke support to meet individuals' social and emotional needs.
- Safeguarding arrangements meet requirements.
- The local authority knows the school well and provides good support to enhance the quality of governance, check the accuracy of teachers' assessments and confirm the school's judgments about its overall effectiveness.
- **The governance of the school:**
 - There have been changes in the governance of the school since the previous inspection, including the appointment of a new Chair and Vice-Chair of Governors. Governors are regular visitors to school, and challenge the headteacher and subject co-ordinators about pupils' outcomes and the quality of teaching.
 - Governors are rigorous in managing the performance of the headteacher, setting challenging objectives to improve further pupils' achievement. They receive appropriate information about the salaries of all staff and decisions about teachers' applications for promotion. As a result, governors have a good understanding of the impact of the management of teachers' performance across the school.
 - The school's work to keep children safe meets statutory requirements, and is kept rigorously under review.
 - Governors check how effectively the school uses its additional pupil and sport premium funding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils play carefully and watch out for one another in the confined play areas. They are cheerful and friendly at lunchtimes. They are very welcoming of visitors and are proud of their school.
- Relationships thrive in the school's caring and harmonious ethos.
- In lessons, pupils enjoy working together and supporting each other. They are highly interested in what the staff plan for them to do, taking turns and showing patience, for example, in programming a robot. On

the few occasions when activities are insufficiently motivating and challenging, some become less involved and their attention drifts. Not all yet respond fully to the feedback provided by teachers, when requested, about their learning.

- Pupils know of the different types of bullying, particularly racist, homophobic and cyber-bullying. Records show that incidents of inappropriate behaviour are very rare.
- Attendance is above average. The importance of good attendance in supporting high achievement is regularly emphasised.

Safety

- The school's work to keep pupils safe and secure is outstanding. Staff are very well trained in safeguarding and first aid, showing high levels of care at all times.
- In the playground and in the dining hall pupils show high levels of positive regard for one another. They ensure that no-one feels left out and that everyone has someone to talk to.
- Pupils are very well aware of how to keep themselves and others safe when learning outdoors, on trips and residential experiences, for example. They are highly confident about the necessary precautions to take when using the internet and when talking with people they have not met before.
- The Chair of Governors is rigorous in systematically checking the impact of safety arrangements and routinely sharing all findings with the rest of the Governing Body.
- Parents are extremely supportive of the school's work and say how much their children feel happy, safe and enjoy coming to school.

The quality of teaching is good

- All staff reflect regularly on the quality of their teaching, share ideas with each other in school and benefit from training opportunities across the local cluster of schools. As a result, most pupils learn and achieve well.
- Teachers are committed and conscientious. Most plan relevant experiences that enthuse pupils, so that most are keen to learn. For example, in a Year 5/6 English lesson pupils listened carefully to each other's use of inverted commas, when a speech is split, relishing the opportunity to read out their examples in different tones for effect in different situations. Similarly, in Years 3/4 most pupils showed a keenness in planning to write a fable of their choice in the manner of well known fabulists.
- Pupils' written work shows a variety of informal and formal scenarios over time that provide relevant and interesting situations; for example poetic and auto-biographical writing commemorating lives lost in World War 1. Most pupils rise well to meet expectations and work is usually carefully presented and organised.
- Relationships with pupils are good, as is the atmosphere in all lessons. Pupils are expected to think for themselves for the most part, work collaboratively with each other and ask for guidance from adults only as a last resort.
- The teaching of reading across all years is good. All pupils benefit from regular opportunities to read in school and their reading records show that a large number also read often at home.
- The teaching of mathematics is also good and has improved since the previous inspection. In pupils' books there is a good balance of calculations and problem-solving activities and in lessons an insistence on the use of appropriate mathematical language.
- Teachers are working hard to bring about the same levels of consistency in the teaching of phonics, (specific letters and the sounds that they make) and general writing skills. Whilst most pupils decode and read words generally well, a minority lack confidence in using new words and varying vocabulary and phraseology in their writing. On occasions, a minority of pupils do not talk through ideas thoroughly enough or build full sentences orally with a sufficiently wide range of language before beginning to write. Not all pupils respond fully to teachers' marking that invites them to improve their writing through varying language and punctuation, as well as sequencing ideas better.
- On occasions, pupils' progress in lessons is not checked well enough and work is not adjusted to meet their changing needs. Committed teaching assistants are not always thoughtfully deployed to support individuals and small groups to ensure all make good progress.

The achievement of pupils is good

- Children's skills and understanding when they join the school vary from year to year. Whilst the majority start with those that are typical for their age, a minority have low communication and language skills and some experience difficulties in making relationships. In the early years they make good progress and

reach a good overall level of development by the time they join Year 1.

- Across Key Stages 1 and 2, most pupils make good progress, attaining broadly average standards by the end of Year 6, and sometimes above, especially in reading and mathematics.
- Achievement is rising across Key Stage 1 due to improvements in teaching. The school's information, reinforced by pupils' work in books and in lessons visited, shows that most pupils are making good progress and reaching age-related expectations, especially in reading and mathematics.
- A minority of pupils do not make enough progress across the school, and especially in Years 1-2, in writing. This is because, on occasions, pupils are not encouraged sufficiently well to talk through their ideas in enough detail, before they start to write. Daily afternoon 'dimensions' time is not always used well to reinforce informal and formal writing skills, carefully punctuated sentences and paragraphs, and to develop legible handwriting.
- Attainment at the end of Key Stage 2 is improving. Increasing proportions of pupils make more-than-expected progress in reading and mathematics, and attain the higher levels.
- Pupils' mathematical skills have improved since the previous inspection. Pupils enjoy the many problem-solving opportunities in mathematics, and use mathematical language with increasing confidence. They work competently with fractions and decimals and draw simple charts and graphs accurately.
- Progress across the school in reading is securely good. Most pupils are taught to read well. They read often in school and at home and with growing confidence and understanding. Individual reading records indicate how frequently and how successfully pupils are reading.
- The majority of pupils are generally competent writers. Their imagination is fired by relevant topics and scenarios, such as 'Remembrance' and the 'Gunpowder Plot' and visits to Beverley Minster and Hornsea museum.
- Across the school, disadvantaged pupils make increasingly good progress. The school's information, and pupils' work, indicate that attainment margins with peers are closing in many years, especially in writing. In 2014, end-of-Year 6 results show that the attainment of the very small proportion of disadvantaged pupils was just less than three terms behind non-disadvantaged pupils nationally in reading and mathematics, but over two years behind in writing.
- The most able pupils also make good progress. In 2014, the proportion of Year 6 pupils attaining the higher levels in reading and mathematics was above the national picture.
- Pupils with special educational needs, and the very small proportion of pupils from minority ethnic heritages, also make similar progress to their peers. This is because everyone in the school is highly committed to removing any barriers to learning for all pupils. This shows the school's pledge to equality of opportunity for all.
- Pupils' experiences in physical education and sport are good. They participate in wide range of activities, including orienteering and swimming, funded from the government's national initiative for primary school sports.

The early years provision

is good

- Children's starting points in the early years provision vary from year to year. Whilst the majority start school with skills and understanding that are expected for their age, a minority have low communication and language skills, and some experience difficulties in making relationships.
- Children make good progress and are largely well prepared for entry to Year 1. By the end of the reception year the majority have achieved a good level of development, particularly in their general levels of self-confidence and self-awareness, in reading and in their general communication skills.
- A minority of children, while still making good progress, still have below-expected skills in writing and number on entry to Year 1. This is because they have significantly low skills' development in these areas on entry into nursery.
- Comprehensive induction procedures ensure children settle quickly. These procedures include planned parental visits to school and staff visits to children's homes. These arrangements help to paint a detailed picture of each child's initial needs and interests.
- Early years staff relate very well to parents and families. Regular exchanges of information are found in weekly completed 'home-school liaison' books, children's reading records and 'learning journey' folders. These are very much appreciated by all of the parents, who make positive contributions to their children's home learning, following up the experiences they have enjoyed in school.
- Children play happily, share equipment, take turns and learn, both indoors and outdoors. The quality of teaching is good. It strives to ignite children's curiosity. For example, children are fascinated by the

attraction of metal to magnets, enthused to make jewellery in response to learning about Diwali, and the story of the 'Selfish Queen and the Poor Washer Woman,' and inspired to make Rangoli patterns using construction materials.

- Adults ask questions, while at the same time noting the children's responses, so they can plan experiences which will continue to motivate. An outdoor game of skittles suddenly becomes an opportunity to reinforce counting from one to ten and simple subtraction as the skittles fall down and only a few remain upright.
- The early years provision is well led and managed by a knowledgeable member of staff. Effective teamwork ensures that all children are well cared for and are safe at all times. Early years practitioners are keen to develop further children's writing and number skills. They recognise the need to enhance urgently the outdoor environment so that it comprises a similar range of stimulating resources and equipment as seen indoors, and that it offers a wider choice of climbing and physical activities.

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	117988
Local authority	East Riding of Yorkshire
Inspection number	449166

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Lesley Townend
Headteacher	Theresa Chambers
Date of previous school inspection	28 March 2011
Telephone number	01964 562422
Fax number	01964 563466
Email address	riston.primary@eastriding.gov.uk

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