

Riverside Special School

Ainsty Street, Goole, DN14 5JS

Inspection dates 13–14 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' progress, across all key stages, in communication, reading, writing and mathematics is good and for some it is now outstanding.
- By the time students leave Key Stage 4, all gain relevant qualifications. A growing proportion of students gain a GCSE in mathematics, English or science.
- Achievement in physical education, personal and social education and religious education is particularly strong. Pupils' spiritual, moral, social and cultural development is outstanding.
- The school has an impressive track record of helping the most able pupils to make good progress and achieve well.
- A growing number of pupils are starting school with more complex learning difficulties. Good quality teaching is helping these pupils settle quickly so that they make the same good progress as others in their lessons.
- Across the school, pupils' behaviour is excellent. They are exceptionally polite, respectful and eager to work hard and try their very best.
- Attendance is high and pupils take an active part in all this good and improving school has to offer.
- The school's work to keep pupils safe and secure is good. Most pupils travel many miles to arrive at school each day, but they are always assured of a warm welcome.
- The acting headteacher and the recently appointed senior leadership team have a clear vision for excellence. All staff work as an effective team, and have the best interests of all pupils at heart, ensuring this good school continues to improve.
- Senior leaders have recently conducted a review of safeguarding to ensure all requirements are met.
- Governors are taking a role in overseeing the new building project to ensure facilities are exactly what are required for this growing school.

It is not yet an outstanding school because

- Leaders recognise the need to refine their assessment procedures to provide a more detailed record of progress made by the growing number of pupils with more complex learning needs.
- Leaders and governors are now working to ensure all policies are reviewed against an agreed timetable.

Information about this inspection

- Inspectors conducted a number of inspection activities jointly with the acting headteacher and two assistant headteachers, including observing learning in class and looking through work in pupils' books.
- Inspectors spoke with pupils about their views on behaviour and how the school keeps them safe. Inspectors also spoke to pupils about their learning.
- Meetings were held with senior leaders, school staff, governors and a representative from the local authority.
- Inspectors observed behaviour at lunchtime, break times, around school and during assembly. Inspectors also observed transport arrangements at the start and end of each day.
- Inspectors considered the 19 responses to Ofsted's online survey, Parent View. Inspectors spoke with a number of parents during the two days of the inspection.
- 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 monitoring, records of behaviour and attendance and documents relating to safeguarding and child protection.
- Inspectors also took account of the 42 responses to the staff questionnaire.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Kath Halifax

Additional Inspector

Full report

Information about this school

- Riverside Special School provides for primary-aged pupils and secondary-aged students. All have a statement of special educational needs, generally related to moderate learning difficulties. A growing number have more complex learning needs related to significant developmental delay and emotional and behavioural difficulties.
- The proportion of disadvantaged pupils who are eligible for support through the pupil premium is above average. The pupil premium is additional government funding provided for children who are looked after by the local authority and those known to be eligible for free school meals.
- There are more boys in the school than girls.
- Since the time of the last inspection, there have been a significant number of changes. The headteacher retired at the end of the summer term 2014 and the school currently has an acting headteacher until a permanent appointment can be made. The school has recently appointed one new assistant headteacher and one acting assistant headteacher.
- A new Chair and vice chair of the Governing Body have been appointed and a number of new governors elected.
- The local authority, in partnership with the school, are in the process of increasing the school's size to include early years and post-16 provision. The school will then admit pupils with more profound and multiple learning difficulties. To ensure the school provides well for these changes, a new school building is currently being designed.
- The school works with a local college in order to support the most able mathematicians at the school.

What does the school need to do to improve further?

- Improve the quality of leadership, by:
 - refining assessment procedures to provide a more detailed record of progress made by the growing number of pupils with more complex learning needs
 - making sure all policies are reviewed by governors against an agreed timetable.

Inspection judgements

The leadership and management are good

- Senior leaders are relentless in their drive to see improvements in all aspects of school life. They work with determination to create a culture where good teaching and good behaviour can flourish and remove barriers to learning by providing effective support for pupils and families.
- Leaders have an accurate view of the school's strengths and what can be improved still further. For example, they recognise that the current system to track pupils' progress and measure their attainment needs fine-tuning to accommodate the growing proportion of pupils with more complex learning needs. They are also taking this opportunity to see how effectively pupils' progress in the new curriculum can be robustly and accurately measured.
- Senior leaders have a clear view of the strengths of teaching and provide effective support to ensure improvements are made. Staff speak highly of the school's leadership team and of the training that is provided by senior leaders and courses provided by the local authority.
- Middle leaders are also driven with a desire to ensure that this good school continues on its journey to provide an outstanding education for pupils. They have clearly defined roles and know what exactly is expected of them.
- Safeguarding arrangements meet requirements and staff training is up to date. Leaders ensure pupils have equality of opportunity and are proactive in tackling discrimination in all its forms.
- Leaders ensure a wide range of relevant and exciting subjects are available for pupils to enjoy and the school has a rich tradition of sporting success.
- Leaders make sure additional funds are used well. For example, the pupil premium funding is used to ensure that disadvantaged pupils are making increasingly good progress and gaps in what they know and understand are being closed. The primary sports funding is also used well to ensure that younger pupils benefit from an equally good range of sporting activities as older students in school.
- Leaders have made sure that pupils' attendance has improved since the time of the last inspection. The proportion of pupils who are persistently absent is low and exclusions are rare.
- As a result of effective leadership, and close links between parents, students and the local college, by the time students leave school they are informed about their choices and are well prepared for the next stage of their education and life in modern Britain.
- The local authority offers effective support and has fostered effective partnerships with other special schools within the authority. This is particularly helpful to the school as it prepares to admit pupils with more profound and multiple difficulties.
- **The governance of the school:**
 - Governors are effective at checking the school's work for themselves and holding leaders to account. With the election of new members, governors have reorganised their own individual roles and responsibilities. One of the assistant headteachers is currently working with governors to ensure all policies are reviewed at the right time. The review of a small minority of policies slipped last year. Governors have a clear programme of visits, each with a particular focus. They are well informed about how additional funds are used, for example the pupil premium, and know what difference it is making to the disadvantaged pupils within the school. Governors use data and regular visits to check lessons and work in books, so they can gain a good understanding of the quality of teaching and how well staff are performing. They make sure good performance is linked to pay progression. Governors have also supported leaders to address difficult staffing issues.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is outstanding.
- Pupils across the school develop exceptionally positive attitudes to their work and concentrate hard during lessons. This makes a significant contribution to the good progress they make in their lessons.
- Pupils encourage one another exceptionally well and respect each other's strengths and differences.
- Presentation of work seen in pupils' books and course files is of a very good quality. They obviously take a great deal of care to produce their best work.
- During lessons, pupils respect their teachers and support staff and want to please. This was observed during a Year 7 lesson on puberty. Pupils engaged exceptionally well when discussing potentially

embarrassing topics with a great deal of maturity.

- Pupils say they 'love coming to school' and that 'it's a delight'. This is one reason why pupils' attendance is so high.
- Pupils' spiritual, moral, social and cultural development is excellent. They have a very good understanding of different faiths and older students are able to discuss current issues facing our society with clarity. School staff have helped pupils to be tolerant and respectful, which equips them well for life in our country today.

Safety

- The school's work to keep pupils safe and secure is good.
- All staff are trained and know the correct procedures to follow if they have any concerns.
- School leaders carefully record incidents of unacceptable behaviour. These records show that incidents of bullying are rare and always well managed.
- The school has a 'calm room' where pupils can go if they need some space or a quiet place to regain their composure. Sometimes pupils are taken there by staff, and on other occasions, pupils decide to go there on their own. Leaders monitor carefully who uses this room and when, so they can see if behaviour patterns are developing.
- Pupils have developed a good awareness of how to stay safe, when using the internet for example.
- The majority of policies are up to date and some are now awaiting review and approval by the governing body.

The quality of teaching is good

- Teachers and their support staff have high expectations for their pupils and foster independence well. Pupils feel safe, secure and are eager to learn. These good relationships help pupils make good progress in their lessons.
- Teachers are skilled at seeing what pupils are doing well and spot quickly when they begin to struggle. They know when to step in and offer support and when to step back and allow pupils to work things out for themselves.
- Teachers and support staff use a wide range of questions to consolidate pupils' learning and to extend their thinking further. This was seen to good effect in Year 11 science, where students were learning about how light can be reflected. Students were encouraged to predict the angle of reflection and discuss their predictions with one another.
- The teaching of reading is good and pupils in Key Stage 1 and Key Stage 2 are helped to develop their recognition of sounds and letters well. Teachers find creative ways to engage pupils with their reading, for example going to the local park to enjoy the Percy the Park Keeper stories.
- Teachers use an effective range of strategies to also extend and encourage pupils' writing. As a result, the quality of written work in pupils' books and on display around the school is good.
- The teaching of mathematics is good and lessons are planned to meet the needs and interests of pupils well. Pupils settle quickly to their tasks and have a good understanding of basic skills and know how to apply them to solve problems.
- Skilled and experienced teaching assistants make a valuable contribution to the progress pupils make in their lessons.
- Teachers find creative ways to link subjects. For example, modern foreign languages were being developed through a food technology lesson. Students cooperated with one another to produce a Chinese meal and also mastered the art of using chopsticks!

The achievement of pupils is good

- On entry to the school, the majority of pupils' attainment is below that typically expected for their age, due the wide range of their learning needs.
- Baseline assessments are made to ensure teachers have a good understanding of individual pupils' strengths and areas which need to improve.
- Pupils in Key Stage 1 make good progress developing their phonics skills (the sound made by letters), which helps them to read tricky words. This helps the development of reading and their ability to access other subjects within the curriculum as well as fostering an enjoyment of reading.

- Pupils across the primary classes make good progress from their individual starting points and the proportion making better than expected progress is above average in reading, writing and mathematics.
- This good progress continues across Key Stage 3 and Key Stage 4 in reading, writing and mathematics. Students also make good progress in other subjects, such as science.
- The most able pupils make good progress and the links the school has with the local college, for example, help the most able mathematicians to achieve well.
- Disadvantaged pupils (those supported by the pupil premium funding) make good progress. As a result, they are only four months behind non-disadvantaged pupils by the end of Key Stage 2. By the end of Key Stage 4, disadvantaged students have not only caught up but overtaken others in the school. However, this can vary each year depending on particular pupils' individual needs.
- Boys and girls make equally good progress in the school.
- By the time they leave the school, all students successfully gain externally accredited qualifications, for example, those provided by the Awards Scheme Development and Accreditation Network (ASDAN) and a good proportion gain GCSE certificates in mathematics, English, science and art or Entry Level Certificates. This admirably recognises students' good progress and excellent attitudes to learning.

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	118148
Local authority	East Riding of Yorkshire
Inspection number	449476

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

Type of school	Special
School category	Community special
Age range of pupils	5–16
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair	Judy Armitage
Headteacher	Andy Hall
Date of previous school inspection	13 June 2012
Telephone number	01405 763925
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