

Riverdale Primary School

Hambleton Avenue, Redcar, North Yorkshire TS10 4HH

Inspection dates 9–10 February 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The ambition and determination of the headteacher have driven improvements in teaching and learning across the school. All staff fully support the actions taken and work hard to achieve good outcomes for pupils.
- Provision for children in the early years is good. As a result, they make good progress from their starting points and are well prepared for Year 1.
- Teaching is good. Staff plan work that is well matched to pupils' needs, ensuring that pupils make good progress and achieve well, including those eligible for pupil premium funding.
- Subject leaders have a thorough and accurate understanding of the school's strengths and what needs to be improved. They regularly check pupils' progress and take prompt action to address any signs of underachievement.
- Leaders make good use of performance management and training to promote good teaching and raise achievement.
- Governors know the school well and provide high-quality support and challenge to the leadership team. They make an important contribution to improving the school's effectiveness.
- Behaviour in lessons and at social times is good. Pupils are polite and well mannered. They work hard and respond well to responsibilities.

It is not yet an outstanding school because

- There is not enough outstanding teaching over time across the school, and as a result pupils' progress is not outstanding.
- Not enough pupils achieve the higher standards in reading.
- Low attendance by some pupils reduces their time in school and their opportunities to learn.

Full report

What does the school need to do to improve further?

- Increase the quality of teaching so that it becomes outstanding by:
 - sharing the outstanding practice which exists in the school to further develop the quality of teaching over time
 - refining the use of the recently introduced assessment system to plan even more effectively for pupils' learning.

- Improve pupils' progress in reading by:
 - ensuring that the proportion of pupils achieving the expected standards in phonics at the end of Year 1 continues to improve to at least to the national average
 - developing pupils' abilities to better use their comprehension reading skills.

- Improve attendance levels for pupils entitled to pupil premium funding and eliminate persistent absence.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher's drive and tenacity are bringing noticeable improvements across the school. She has implemented a team approach to school improvement. As a result, leaders and staff are clear about their responsibilities and are held accountable for improving pupils' outcomes. All staff have responded positively to bring about the necessary changes following the last inspection.
- Subject leaders play a key role in delivering school improvement and checking carefully to make sure that actions have the intended impact. This has brought about improvements in teaching in English and mathematics. Effective transition arrangements are in place to ensure continuity of mathematics leadership where responsibility for this area has recently changed.
- The early years leader has carefully planned and prioritised changes to bring about substantial developments to the provision. This has brought about significant improvements in outcomes for younger pupils.
- The leadership of provision for disabled pupils and those with special educational needs is good. Well-planned provision in classrooms and additional interventions enable pupils to make good progress.
- Systems to manage staff performance in relation to teaching are rigorous. Targeted support and coaching, including the use of video technology, are used to improve the quality of teaching. Staff new to the school are thoroughly supported. This brings a consistency of approach to the quality of teaching across the school.
- The curriculum is well planned to meet the interests and needs of all pupils. Teachers take opportunities to reinforce teaching of writing in other subjects, such as history and geography. This provides pupils with further opportunities to practise key skills in different contexts. After-school clubs and outdoors learning successfully enrich the curriculum. Pupils talk enthusiastically about these opportunities which develop their self-esteem and confidence.
- The additional funding for sport and physical education (PE) is used effectively to increase the opportunities pupils have to enjoy physical activities and learn from specialist coaches. Staff have also had the opportunity to learn from the specialist coaches. This has improved their skills and the quality of teaching in this subject. Opportunities for pupils to take part in competitive sports, after-school clubs and outdoor adventure activities have developed.
- The pupil premium funding is spent to good effect. Attainment gaps are generally closing at the end of Year 2. In 2015, disadvantaged pupils made at least expected progress from Key Stage 1 to Key Stage 2 and some made more than expected progress.
- Pupils' spiritual, moral, social and cultural development is good. Since the last inspection work to develop pupils' cultural awareness has improved. For example, pupils were observed researching Chinese New Year. Displays and pupils' books show that pupils are learning about a wide range of cultures and world faiths. Sometimes opportunities for personal reflection in assemblies are not fully developed.
- Teaching and the curriculum provides pupils with a good understanding of tolerance and respect for the views of others. Pupils' roles such as house captains, school council members and playground pals engender a sense of responsibility and an understanding of how democracy works. This prepares pupils well for life in modern Britain.
- Some turbulence in teaching staff last year has been well managed by the headteacher. There is now a stable staffing position. However, a legacy of below-expected levels of attainment is still evident in some classes. This is being addressed and accelerated progress levels are helping pupils to catch up quickly where this is the case.
- The school has shared its expertise in early years provision and the use of information technology to support learning with other schools.
- The support and challenge to the school from the local authority adviser has made a positive contribution to the school's drive to secure improvements. The school has benefited from support by the Landmark Teaching School Alliance. This has included English specialist leaders in education (SLEs) supporting with the development of writing and reading. Support for leadership, including headteacher peer reviews, have provided a further objective view of the school's improvement.
- **The governance of the school**
 - Governors have responded well to the review of governance following the last inspection. As a result they know the school well and provide effective challenge to senior and subject leaders. Regular

subject leaders' reports on reading, writing and mathematics combined with visits to school enable governors to form a clear overview of the school's improvement.

- Governors review their organisation to ensure that they continue to develop their support and challenge. For example, the recent identification of a link governor has provided improved strategic challenge to the school's pupil premium leader.
- The arrangements for safeguarding are effective. Strong, robust systems and practice are in place. Staff and governors receive regular and appropriate training. The school's safeguarding team know the needs of vulnerable pupils well and are active in seeking early support for pupils and families.

Quality of teaching, learning and assessment is good

- The quality of teaching is good, with some examples of exceptionally strong practice. This is why all pupils are making good progress.
- Teachers deliver lessons that hold and sustain pupils' interest well. Teachers' good subject knowledge is evident in the quality of their explanations and pupils' responses to questions. Discussion is used well to generate opportunities for thinking and developing ideas. This process effectively consolidates understanding.
- Teaching assistants support pupils' learning well. This is helped by their good understanding of what is to be taught and of pupils' individual needs. On some occasions teaching assistants' work with individual pupils reduces their impact across a wider range of pupils in the group.
- Regular monitoring by school leaders holds teachers to account for pupils' progress. Specific interventions are promptly put in place to support pupils who are falling behind or have gaps in learning.
- Teachers are adept at picking up pupils' misconceptions during lessons and take swift action to address them. They use effective questioning to challenge, widen and deepen learning.
- Improvements have been made to assessment arrangements. Regular assessments, better linked to the national curriculum, along with moderation of writing standards, are establishing a more accurate picture of current pupils' attainment.
- Teachers consistently follow the school's marking policy. This helps pupils' learning to develop across a wide range of subjects. For example, marking in science, history and geography helps pupils to improve their writing skills along with developing key knowledge and skills in these subjects. Opportunities to practise mathematics skills in other subjects are less well developed.
- Information technology is used very effectively across a range of subjects. Pupils confidently use tablet computers to support their learning and to develop their research skills.
- Teachers set appropriate homework to support learning. The school's approach to providing different levels of challenge to some homework tasks encourages engagement by pupils and parents. This helps develop parents' understanding of pupils' learning.
- The teaching of phonics (letters and the sounds that they make) is well structured and effectively matched to pupils' needs. Phonics standards have improved over the last three years, although they remain below the national average. Reading records show that parents generally support pupils with their reading outside of school.
- As pupils move through the school they read with increasing confidence. The school is working hard to deepen pupils' understanding of the books they read. This work is beginning to have a positive impact. However, there is still further work to be done here to develop pupils' comprehension skills.
- Parents are well informed about pupils' progress. Good use is made of a range of meetings, newsletters and online media to keep parents informed of activities in school and pupils' achievements.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- Pupils are self-confident and prepared to put forward their views in a thoughtful and respectful way. This is because they are taught how to listen carefully to the views and learning of others and present their own view in a constructive manner. For example, in one lesson older pupils worked cooperatively developing and sharing their ideas on 'Why we should teach about the Mayans'.

- Pupils feel safe and valued as members of the school community. They know how to keep themselves safe, including when online. The school's curriculum and a range of visits and visitors provide pupils with a good understanding of how to stay safe. Outdoor adventurous learning develops their understanding of team work and promotes their self-esteem. Pupils, parents and staff all agree that the school is a safe place to be.
- Pupils' spiritual, moral, social and cultural development is good. Opportunities to develop tolerance and consideration for the needs of others are embedded in the curriculum.
- Leaders make appropriate use of alternative provision when the need arises. The school's safeguarding team make sure that this provision has a positive impact upon the personal development, behaviour and welfare of pupils who attend such provision.

Behaviour

- The behaviour of pupils is good. Pupils are courteous, polite and show respect to one another, to adults and visitors. In lessons pupils work hard, cooperate well in groups and are keen to share their learning with others.
- During playtimes the vast majority of pupils are well behaved and engage in lively games. The well-considered arrangements at lunchtimes enable all pupils to have a happy, safe and enjoyable time. A good mixture of organised games is successfully combined with opportunities to play and socialise. Older pupils known as 'playground pals' provide help and support to younger pupils where necessary. Teaching assistants provide small group activities for those pupils who need some additional adult support during lunchtime.
- Pupils have a good understanding of the types of bullying that may take place. They report that bullying is not tolerated and that there is no bullying in school. The school's own records show that incidents of bullying are rare and that they are rigorously followed up by senior leaders. Use of any inappropriate language, including any racist language, is promptly addressed by the school.
- Rates of attendance are above the national average. Pupils are keen to come to school and know that regular attendance and good punctuality support their learning. There is a small group of pupils who do not regularly attend school, which has a negative impact on their learning. The school works hard with pupils and families where levels of attendance need to improve.

Outcomes for pupils

are good

- Outcomes for pupils are good because pupils' progress from their starting points is good across the school. Where pupils are currently working below the standards expected for their age, they are catching up quickly.
- From their starting points pupils make good progress in Key Stage 1. The proportion of pupils attaining at least the expected standards has improved and is now above national averages. While the proportion of pupils achieving the higher standards has improved, not enough pupils attain the higher levels in mathematics and particularly in reading.
- By the end of Year 6, more pupils are making the progress expected of them over time in reading, writing and mathematics. Greater proportions of pupils than are typically found in primary schools are making better-than-expected progress in reading, writing and mathematics.
- By the end of Year 6, the progress made by disadvantaged pupils is often better than that made by other pupils in the school and nationally. The attainment gap between disadvantaged pupils and others nationally has almost closed in writing, although there is still some work to do in mathematics and reading. The school's information shows that the majority of these pupils are currently making at least the required progress.
- In 2015, the proportion of Year 6 pupils reaching the higher standards in writing and particularly reading was below national averages. The school's assessment information shows that currently the most-able pupils generally make at least expected progress.
- Disabled pupils and those who have special educational needs are making at least expected progress. This is because appropriate plans are in place to match teaching to their learning needs. Detailed, personalised programmes are put in place for pupils where required.

- Pupils' achievement in the Year 1 phonics screening is improving. However, the school's results remain below the national average.
- A large majority of Reception children are well prepared to start Year 1 since the proportion achieving a good level of development is above the national average. Year 6 pupils are generally well prepared for starting secondary school as the proportions achieving the expected levels of attainment are above national averages.

Early years provision

is good

- Children start in the early years with skills and abilities that are generally below those typical for their age. From their starting points, children make good progress. The proportion of children reaching a good level of development improved considerably in 2015 and was above the national average. As a result, the large majority of children are well prepared for Year 1.
- The quality of teaching is good. The strong teaching across both the Nursery and Reception classes provides an effective balance of teacher-led activities and opportunities for children to explore and learn by themselves. Activities are well matched to the children's needs, and staff use questioning effectively to reinforce and develop children's learning.
- Teaching in the outdoor learning area has been developed following research into effective practice by the early years leader. This area provides a quality learning environment where Reception and Nursery learn effectively alongside one another. Adults identify when to intervene and use demonstrations, encouragement and questioning to move children's learning forward. As a result children develop high levels of cooperation, independence and self-confidence.
- Writing, phonics and numeracy skills are well taught through structured adult-led sessions. Generally there are good opportunities for children to practise these skills. On occasions opportunities to develop writing and mark making are not fully developed.
- Other adults readily spot opportunities for reinforcing children's learning. For example, during preparation for Nursery snack time one child was encouraged to count the cups to five, while another child counted the milk cartons to ten.
- Early years leadership is strong. The early years leader works effectively across the early years team to bring about improvements to provision. These actions combined with the high quality of teaching are rapidly improving children's outcomes.
- The achievement of children supported by early years pupil premium improved considerably in 2015. These children achieved above the average compared to other children nationally and just below that of other children within school. Currently there are no formalised plans or systems for checking the impact of early years pupil premium. This restricts how effectively leaders and governors can check its continued success.
- Early years staff work well with parents and there are firmly established systems in place to prompt productive communication between the school and parents. Parents are involved with assessments of their children's progress and are very positive about the support provided by early years staff. The school's electronic assessment recording system has detailed records of children's progress.
- There are good partnerships with other professionals, for example the speech and language service, to ensure that all children's needs are effectively met.
- Children feel safe and secure. Safety is paramount to staff, and children are well supervised in a safe, secure classroom and outside learning area. Safeguarding is effective and all welfare requirements are met.

School details

Unique reference number	111639
Local authority	Redcar and Cleveland
Inspection number	10009183

This inspection 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	213
Appropriate authority	The governing body
Chair	Sue Nicholson
Headteacher	Kirsty Reilly
Telephone number	01642 471298
Website	www.riverdaleprimary.org.uk
Email address	kirsty.reilly@riverdaleprimary.org.uk
Date of previous inspection	28 January 2014

Information about this school

- The school is a similar size to the average-sized primary school.
- There is one full-time Reception class and two part-time Nursery classes.
- The proportion of pupils supported by the pupil premium is well above average. (Pupil premium is the funding the school receives for pupils known to be eligible for free school meals and those looked after by the local authority.)
- The proportion of pupils from minority ethnic groups and those pupils who are believed to speak English as an additional language is below the national average.
- The proportion of pupils with special education support is well above the national average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is well below the national average.
- The school is part of the Landmark Teaching School Alliance.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- The inspectors observed a range of lessons and part lessons in all classes. The headteacher joined the lead inspector for four of the observations in lessons on the first day of the inspection.
- The inspectors observed pupils' behaviour around school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. The inspectors observed pupils in the playground and during lunchtime.
- The inspectors scrutinised pupils' work in their books and in the learning journals of children in the early years.
- Inspectors held meetings with the headteacher and teachers responsible for leading reading, writing, mathematics and the early years, as well as the special educational needs coordinator. The lead inspector met with a group of governors, including the Chair of Governors, and held a meeting with a representative from the local authority.
- A group of pupils discussed their opinions about the school, their attitudes and their learning with an inspector. Inspectors listened to a total of six Key Stage 1 and Key Stage 2 pupils read.
- Inspectors took account of the responses on Ofsted's online parent survey, Parent View. An inspector held discussions with parents at the end of the school day.
- The lead inspector considered the 19 staff questionnaire responses received.
- Inspectors observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, pupils' achievement information, the school's evaluation of its own performance and the school's development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

Michael Reeves, Lead Inspector

Alison Aitchison

Her Majesty's Inspector

Ofsted Inspector

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