



Tadcaster, Riverside Community Primary School

Inspection Report

Better
education
and care

Unique Reference Number 121466
Local Authority North Yorkshire
Inspection number 292126
Inspection dates 7–8 February 2007
Reporting inspector Bernard Jones

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

Type of school	Primary	School address	Wetherby Road
School category	Community		Tadcaster
Age range of pupils	3–11		North Yorkshire LS24 9JN
Gender of pupils	Mixed	Telephone number	01937 832899
Number on roll (school)	431	Fax number	01937 531707
Appropriate authority	The governing body	Chair	Mr I Butler
		Headteacher	Mr A Kingston
Date of previous school inspection	5 November 2001		

Age group	Inspection dates	Inspection number
3–11	7–8 February 2007	292126

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Riverside Primary School is larger than average and includes a nursery where the large majority of pupils start their schooling. Of those who do not, most have some pre-school experience. Almost all pupils come from White British backgrounds. The pupils come from a wide variety of social circumstances, but the proportions of pupils entitled to a free school meal and with learning difficulties and/or disabilities, including those with Statements of Special Educational Need, are well below average. The school has gained The Futures Vision Award for its work in business and enterprise.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that gives good value for money. The staff are very successful in promoting the pupils' excellent personal development. This reflects the inclusive nature of the school and the strong values taught. The school provides a safe and happy environment in which pupils flourish and learn to take responsibility well. Good care is taken of pupils, including robust vetting of adults who work in the school. Pupils like coming to school and they enjoy their learning. Behaviour is excellent and pupils have a positive and friendly approach to visitors.

The school's results in the national tests in 2006 were above average in Year 6 and reflected good achievement. Children start school with broadly average skills and they make good progress across all areas of learning in the Foundation Stage. Pupils continue to make good progress through Years 1 to 6 so that by the end of Year 6, standards are above average. The school has maintained above average standards over the past five years and there are no significant differences in the progress made by different groups.

The leadership and management are of good quality. The school's self-evaluation is accurate. A clear vision for further development based on raising the achievement of all reflects the strong, inclusive features of the school. Senior leaders have taken successful action to maintain higher than average standards and to identify and successfully tackle past areas of underachievement. This and the positive response to the last inspection report reflect good capacity to improve further. Good links are established with parents and carers, and parents and pupils relate how teachers are very committed and approachable. The governors make a very positive contribution to all the school's work.

The curriculum is very effective. As a result, pupils, including those with learning difficulties and/or disabilities are really interested in their lessons and further stimulated by an outstanding range of extra-curricular activities. Excellent links with the community, including local schools further enrich the curriculum. The good provision ensures that pupils make informed choices about healthy lifestyles and by Year 6, are mature and ready to move on to secondary education.

The overall quality of teaching is good. Teachers' planning is mainly good and lessons are structured well. However, pupils' progress is slower where teachers do not plan and use lesson targets precisely enough to check with pupils on the progress they make. A common weakness is that short-term targets set for pupils are too general and do not guide them sufficiently on how to improve their work. Teachers have high expectations of pupils, and behaviour is excellent. Pupils work hard in lessons and learning is valued. Pupils cooperate effectively and take responsibility well. Teachers' use of assessment is good overall and contributes increasingly to tracking pupils' longer term progress so that any underachievement is quickly identified and tackled. The leadership, teachers' commitment and additional support provided ensures at least good and sometimes better progress of pupils with learning difficulties and/or disabilities. Higher ability pupils also make at least good progress. Good relationships

with parents and carers are apparent and this is helpful in the school's good use of homework, particularly in helping pupils improve their basic skills in English and mathematics.

What the school should do to improve further

- Raise the quality of all teaching and learning to the good or better practice that currently exists within the school.
- Set pupils specific and clear targets so that they know what they must do to improve.

Achievement and standards

Grade: 2

Children make good progress across all areas of learning in the Foundation Stage. Pupils continue to make good progress through Years 1 to 6 in relation to their capabilities and starting points. Standards are above average in English, mathematics and science. Pupils also perform well in other subjects and there are particular strengths in the arts, music and physical education. The school sets very challenging targets. Pupils largely meet these targets and the school has maintained above average standards with little variation since the previous inspection. Pupils with learning difficulties and/or disabilities make good and sometimes better progress.

Personal development and well-being

Grade: 1

Children arrive at the school with a booklet, compiled by their parents entitled, 'I Am Special'. This sets the tone for their forthcoming education. They are treated and respected as individuals with rights. For example, a Reception class's request for a lunchtime picnic area was considered and granted. Older pupils readily accept responsibilities. This is most clearly seen in the success of the school council in promoting the interests of their classmates. For example, a raft of initiatives, carefully planned and costed, has recently greatly enriched break-times. The spiritual, moral, social and cultural development of pupils is outstanding. This provides the bedrock for their learning. Most speak enthusiastically of their education. This pleases their parents greatly and is reflected in high levels of attendance. Relationships are strong and pupils' behaviour is exemplary, which means they are ready to learn. Pupils are very supportive of each other in group and team activities, and skills developed in this way have led to the school's accolade of national awards for business enterprise activities. Pupils know exactly how to remain fit, healthy and safe. Many take advantage of the rich opportunities to develop their sporting and artistic talents, both in and out of lesson time. Pupils develop very good work habits and very effective skills that prepare them well for their adult lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching is of good quality overall. This results in pupils' enjoyment in learning, positive attitudes to work and their good progress. Teachers generally have high expectations of pupils and obtain a good response. They create a good working atmosphere where learning is valued. Pupils' behaviour in lessons is excellent. They are particularly good at cooperating with each other, sharing ideas when given opportunities to do so and working well independently when teachers are helping others. Teachers mostly plan well and effectively include teaching assistants in the process. All pupils are assessed carefully and increasingly effective use is made of the information to check progress over the longer term. However, shorter term targets for pupils are not precise enough to be helpful. Teachers mark pupils' work conscientiously and encourage them by praising good efforts, but, on occasion, marking is cursory and does not help pupils understand how to improve. Teachers' questioning ensures all pupils are included in lessons, makes them think hard and work out problems. Homework particularly helps pupils improve their basic skills in English and mathematics and moves on the learning of older pupils through their undertaking of extended project work. While there is much good teaching and some that is outstanding, there is a minority, which though satisfactory, slows pupils' progress in some lessons.

Curriculum and other activities

Grade: 2

The curriculum is creative, inclusive and challenging. It provides enjoyment through its variety. Music, art and sport are strong features. Nursery and Reception children get off to a good start because they have many interesting and exciting things to do. The curriculum has successfully begun to break down barriers between subjects and groups of pupils to make learning more relevant, interesting and exciting. For example, in an innovative approach, Year 6 pupils were involved with working alongside Foundation Stage children. The curriculum provides well for all pupils, including those with learning difficulties and/or disabilities and special talents. Skills in literacy, numeracy and information and communication technology are used to increasingly good effect to support and extend work in other subjects. Excellent links with the wider community provide many additional experiences, such as visits, visitors and residential trips that widen pupils' horizons, and promote good learning and outstanding personal development. Clubs, such as football, gymnastics, philately, recorders and art, benefit pupils of all ages. As well as adding to their enjoyment of learning, these rich experiences help to develop healthy and varied lifestyles.

Care, guidance and support

Grade: 2

This is a good aspect of the school's work and has some outstanding features. Levels of care are extremely high. This is enormously appreciated by parents. Every child feels part of the school 'family'. Those with learning difficulties and/or disabilities are provided with outstanding care by a very dedicated team, together with external support. Many families are drawn to the school because of this. More able pupils are also challenged. All pupils are given responsibilities, both for themselves and for others and are prepared well for their futures. The health and safety of pupils is promoted very well. Arrangements for health and safety, including child protection, are thorough. Assessments are detailed and chart pupils' progress well. However, in some lessons, opportunities are missed to give pupils clear guidance on exactly what they are learning and what they need to do to improve. This limits their ability to take increased responsibility for their own learning.

Leadership and management

Grade: 2

The good leadership and management is a key factor in the school's continued success. The headteacher makes an outstanding contribution to the development of the school through his clear vision and insistence on strong values, reflected in pupils' excellent behaviour and very good attitudes to learning. With the able support of an experienced leadership team, the headteacher has played a pivotal role in maintaining the school's above average standards since the last inspection. Leaders know the school very well. This is reflected in the school's accurate self-evaluation, which takes account of the views of staff, governors, parents and pupils. This is a school that shows no sense of complacency. It has good systems for checking how well it is doing, rigorously and effectively tackling areas requiring improvement. Senior and subject managers play a developing and crucial role in monitoring the school's work and performance. As a result, the capacity for further improvement is good. Morale is high and teamwork is a major factor leading to the smooth day-to-day running of the school. Governance is supportive and challenging, and plays its part well in holding the school to account for what it achieves. The school makes effective use of its resources and the different skills of teachers to ensure that the value for money is good.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I would like to thank you all for being so friendly and helpful to the inspectors when we visited your school, which we found to be a good school. Thank you for showing us your work, talking to us and showing us your very impressive power point presentation about life at your school. Please thank your parents and carers for all their letters, and for talking to us.

These are the things that are good about your school:

- Your excellent behaviour and willingness to take responsibility, for example through your school council.
- The way you care for people worse off than yourselves and your efforts to help others.
- The many activities and clubs in art, music and sport that you enjoy and that help you to develop your talents and represent your school in the community.
- The way your teachers take good care of you and teach you to be safe and healthy so that you feel safe and enjoy coming to school.
- How well the school helps you to develop into mature young people.
- The way that the school is led and managed. Your headteacher always has your best interests at heart.

To make things even better, I have asked your headteacher and teachers to:

- Set clear targets for you so that you understand what to do next to improve. This will help you make as much progress as possible.
- Make sure that you all have the best teaching possible.