

Riston Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117988
Local Authority	East Riding of Yorkshire
Inspection number	312770
Inspection dates	18–19 October 2007
Reporting inspector	Doug Lowes

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	3–11
Gender of pupils	Mixed
Number on roll	
School	55
Appropriate authority	The governing body
Chair	Mr Ian Nursey
Headteacher	Mrs T M Chambers
Date of previous school inspection	1 June 2003
School address	Main Street Long Riston East Riding of Yorkshire HU11 5JF
Telephone number	01964 562422
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Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small village primary school. All pupils are of White British heritage and are taught in one of four classes. The proportion of pupils eligible for free school meals is below average as is the number of pupils who have learning difficulties and/or disabilities. An above average proportion of pupils have statements of special educational need. The school has been awarded the Basic Skills Agency Quality Mark for the third time, as well as the Active Mark and is currently working towards achieving the Healthy School Award.

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 and inclusive school, which is valued by its community. Typical views expressed by some parents echo those held by the majority. 'Riston Primary School is a friendly, approachable and very inclusive school. It goes from strength to strength.' The inspection confirms these positive opinions.

Pupils develop into confident and reflective young people who express themselves well and want to succeed. They are proud of their new school hall and were fully involved in designing the eye-catching stained glass window, a design that incorporates the school's values and expectations. Pupils regularly participate in collaborative activities, such as sponsored silences, to raise money for charity. There is a strong emphasis on pupils understanding their environment through recycling as well as taking responsibility for living healthy lifestyles. Older pupils help younger ones, and in this positive family atmosphere, relationships are very constructive and behaviour is good.

The school tries hard to compensate for its geographical isolation and there are good links with other local schools. The curriculum gives pupils good quality experiences and opportunities to learn from visitors as well as through personal research and enquiry. A regular feature of the curriculum is access to the 'Digital Learning Community' which enables pupils to link with others using the internet. The new school hall provides good opportunities for teachers to enrich the curriculum further through PE, drama and dance.

Standards vary from year to year but are currently above average by the end of Year 2 and Year 6. This represents good achievement because most children start school with skills and knowledge that are below those typical for their age. Achievement is strongest in reading, mathematics and science. The school recognises the need to improve standards in writing, particularly for boys, and to extend opportunities for pupils to practise their writing skills across the curriculum.

Teaching is good. Teachers use assessment well to track progress and pupils' work is carefully marked to provide them with constructive help about how to improve. However, in some lessons, separate tasks are not provided for pupils who progress at different rates. Care, support and guidance are good and contribute significantly towards pupils' progress, enjoyment and well-being. The school sets rigorous learning targets with each pupil and their parents or carers are fully involved in the process.

The headteacher's clear vision for the school and her caring management inspire governors and staff to work together in pursuit of the school's aims. School self-evaluation is accurate. While subject leaders effectively support the work of colleagues, they have had little time to gauge the overall impact of other staff's teaching on pupils' learning. The school provides good value for money and it has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Good teaching enables children to get off to a good start and progress quickly in the Foundation Stage. Because numbers are small, children's attainment on entry varies widely year-on-year, but is generally below what is typical for their age. Achievement is good and children frequently do very well when compared to the learning goals set for the end of Reception. The leadership of the Foundation Stage is good. It ensures the maintenance of detailed records of children's skills and ability and, as a result, provides appropriate challenges for them. Children make very

good progress in personal, social, creative and physical development. Their knowledge and understanding of the world develops satisfactorily. While resources are plentiful, opportunities for play outside are restricted. However, the school makes the best use of the provision available.

What the school should do to improve further

- Provide a curriculum that gives pupils, particularly boys, increased opportunities to practise their writing skills to achieve higher standards.
- Ensure teaching strategies consistently allow all pupils to make gains commensurate with their age and ability.

Achievement and standards

Grade: 2

Standards are above average by the end of Year 2 and Year 6. Pupils' achievement is good. However, a number of boys do not achieve well enough in their writing. Good teaching and a range of stimulating activities help children in Reception to achieve well. By the end of the Foundation Stage most children reach, and some exceed, the levels expected for their age. This good progress continues in Years 1 and 2 and standards by the end of Key Stage 1, with the exception of writing, are above average. There is a high turnover of pupils at the end of Key Stage 1 and in Key Stage 2, which results in fluctuating progress. Despite this, most pupils continue to make good progress. The school's results in the national assessments in 2006 were above average in science and mathematics. Results in reading were above average while writing was broadly average. In 2006, girls achieved better than boys in English but there was little gender difference in mathematics or science. Pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Relationships are very good; pupils are well behaved and respect each other and their teachers. One pupil commented, 'I like school. The teachers are very fair and they help us'. The family atmosphere contributes to the inclusiveness of the school and pupils are encouraged to express their opinions. This is reinforced through worship, and personal, health, social and citizenship education, which help to emphasise the school's family values and celebrate pupils' achievements. In a particularly good assembly, the new hall's stained glass window was used effectively by the headteacher as a focus for reflection and wonder. Spiritual, moral, social and cultural development is good. Pupils know a lot about other cultures through focused curriculum weeks, for example about Africa, China and Australia.

Attendance is generally above average. Pupils support a range of charities and make a positive contribution to the local church community. School council members are enthusiastic about their role and the opportunity to make decisions and represent the voice of pupils. The school is particularly good at promoting safe and healthy lifestyles and these benefits along with their achievements in basic skills prepare pupils effectively for their future.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and has a positive impact on accelerating pupils' progress and continuing the trend of good achievement. Good relationships exist between teachers and pupils and as a result learning is stimulating and enjoyable. For example, in a good design and technology lesson pupils were successfully motivated to apply their mathematical knowledge and technological skills to create a photo frame. Teachers also use computers well to support learning. Drama, movement and dance are strengthening the curriculum, adding excitement to learning and confidence to speaking and communication skills. Pupils' work is assessed well and rigorously marked, enabling them to understand what they need to do to improve. Teaching assistants are a real strength. They contribute significantly to the quality of pupils' learning, particularly for those who find learning difficult.

Some lessons are not planned well enough to provide challenges and tasks for pupils who progress at different rates and as a result the pace of learning for some pupils is too slow.

Curriculum and other activities

Grade: 2

The curriculum is good, engaging pupils and motivating them to succeed. Basic skills of literacy and numeracy are planned well. Cross-curricular links enable pupils to develop and apply their skills effectively, except sometimes for writing. The curriculum for pupils with learning difficulties and/or disabilities is very good and through targeted support helps them to make good progress. There are good programmes for health and fitness.

After school clubs are well attended and the craft club provides an opportunity for parents to learn alongside their children. Educational trips, along with visitors to school, provide good first-hand experiences and add interest to pupils' learning. Pupils learn French throughout the school and in addition, there is a range of high quality sporting, artistic and musical activities. The awards gained by the school show a high level of commitment by staff, and give pupils a sense of pride and accomplishment. The main weakness is the lack of sufficient opportunities for pupils, and boys in particular, to develop their writing skills.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Some aspects of care are outstanding. The school is a warm and caring place where pupils feel safe and happy. One parent commented, 'Pastoral care at this school is particularly impressive.' There is a high level of commitment amongst all staff to promote the health, safety and wellbeing of learners. Procedures for safeguarding pupils, including risk assessments, are in place. Good use is made of external agencies to support those pupils with complex needs.

Most pupils can explain their learning targets. Parents are fully engaged in this process from the moment children start school and there are termly target setting and review meetings between staff and parents. The school uses a 'traffic light' system to identify whether pupils have achieved their targets or not. This provides a useful summary of pupils' overall achievement, but there is no effective method yet to monitor pupils' ongoing progress.

Leadership and management

Grade: 2

Leadership and management are good and as a result the school has maintained its effectiveness since its last inspection. The headteacher's positive leadership provides clear direction. She is well supported by all staff in the drive to maintain high standards in a caring learning environment. While targets are aspirational, and pupils are on course to reach them, self-evaluation has alerted the school to the urgent need to improve pupils' writing. Subject leaders demonstrate very good levels of knowledge and expertise and they regularly support colleagues in their work, providing ideas and guidance. However, little time has been available for them to check the impact of their colleague's teaching on pupils' progress.

Governance is very good. Governors are well informed about school priorities and they contribute well to the school's improvement agenda, providing both support and challenge to the leadership.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

20 October 2007

Dear Pupils

Inspection of Riston Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, HU11 5JF

Thank you for your help when I inspected your school. I thoroughly enjoyed my two days with you all.

You go to a good school. Many of you gave me lots of reasons why you like coming to school but one main reason was that you like your teachers. From watching you in lessons, I know just how hard you work for them and how helpful you can be. Your school is a bright and colourful place and everywhere there are photographs of your achievements and the things that you have been doing, for example your visit to the synagogue and for older pupils the long visit to Sutherland Lodge. Your new hall is a big improvement to the school and I know how much you enjoy having PE, music and movement lessons and worship in there. I was very impressed, when I joined you in assembly, with how many awards you received for trying hard and being friendly or helpful to others. The stained glass window you made for the hall really shows what you feel about school and captures the light in your work. Your parents also told me about how much the school and the teachers support you with your work.

By the end of Year 6, you have made good progress and many of you reach the higher levels in national tests. Results in reading, mathematics and science are often better than in writing. This applies to other age groups as well.

I know that everyone wants to do even better and the staff will find as many ways as possible, including helping each other, to support you in improving your writing so that it is as good as it can be.

With every best wish to each of you.

Doug Lowes

Lead inspector