

Tadcaster, Riverside Community Primary School

Inspection report

Unique Reference Number	121466
Local Authority	North Yorkshire
Inspection number	339947
Inspection dates	30 November –1 December 2009
Reporting inspector	Robert Jones

This inspection of the school 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	407
Appropriate authority	The governing body
Chair	Mr Ian Butler
Headteacher	Mr Ian Yapp
Date of previous school inspection	7 February 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, groups of pupils, and a local authority adviser. They observed the school's work, and looked at a range of documents, including pupils' progress documentation, individual education plans, school improvement plans, safeguarding documentation, pupils' work and reports from visits by the local authority. Inspectors analysed 159 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils make in Key Stage 2, particularly in mathematics and science
- the challenge provided in lessons, particularly for pupils of middle and high attainment
- the quality of assessment and advice to help pupils improve their work
- what the school is doing to prepare pupils for life in a multicultural Britain
- the quality of the plans to bring about school improvement.

Information about the school

This is a larger than average primary school. Fewer pupils than average are eligible for free school meals. Below average numbers have special educational needs and/or disabilities and the proportion of pupils with a statement of special educational need is below average. The majority of pupils are of White British heritage. Of the small number who is from minority ethnic groups, very few have English as an additional language. The school provides for the Early Years Foundation Stage in two Reception classes and one Nursery class. There is a before- and after-school club on the premises which was inspected separately and receives a separate report. This report will be available on the Ofsted website. The school has gained Healthy Schools Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Riverside Community Primary is a satisfactory school. Prior to the appointment of the present headteacher there was a period of instability due to uncertainties around filling the headteacher's post. There have been recent improvements in monitoring and evaluating teaching and pupils' progress has improved and is now satisfactory. That improvement was evident in the quality of pupils' work in mathematics and science. There are significant strengths in some areas of the school's work, some of which are outstanding. Pupils say that the school is improving, commenting, 'The school is improving all the time and we always have a say in what we do'.

Children get off to a flying start in the Early Years Foundation Stage and progress well. Progress is uneven between Year 1 and Year 6. In some years pupils make good progress, but in others they make satisfactory progress. This is because the quality of teaching and assessment is variable across the school. The school takes good pastoral care of pupils and the curriculum provides rich, varied experiences for pupils which bring learning alive.

Behaviour in class and around the school is good. Pupils show an immense amount of care towards each other, with older pupils looking after younger ones in the playground. They also show a great deal of awareness of 'green' issues, such as recycling and power management. The very active pupils' council makes a valuable contribution to school life. This means that their spiritual, moral, social and cultural development is outstanding, as are the contributions they make to the school and wider community. Their awareness of how to lead a healthy lifestyle is also outstanding. Pupils eagerly participate in vigorous 'activate' exercises and many take part in the numerous sports activities and eat healthily.

Following the last inspection, the school was slow to implement changes to improve. The headteacher has introduced a system to track pupils' progress and reintroduced systems to monitor the quality of teaching and build up the skills of middle and senior leaders. Although these systems are in their infancy, their impact can be seen in improved progress, particularly for pupils in Year 6. Much still remains to be done, particularly in developing the roles of senior and middle leaders so that they are better able to monitor progress and evaluate the quality of teaching with more accuracy. Self-evaluation is now undertaken by all leaders and sound plans are in place to take the school forward. There is a growing sense of shared vision in the school. The school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- improve the quality and consistency of teaching by:
 - ensuring there are systems in place to share the good practice that exists in the school
 - increasing the opportunities for pupils to work independently in lessons.
- Improve the quality of assessment across the school by:
 - ensuring all pupils receive clear advice on how to improve their work
 - helping pupils learn through assessing their own and each other's work.
- Developing monitoring and evaluation systems to:
 - improve the tracking of pupils' progress and set targets
 - develop the skills of middle leaders so that they are better able to monitor progress and swiftly arrest any underachievement by pupils
 - ensure the monitoring of teaching is accurate, detailed and objective.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

In all lessons, pupils behave well and are eager to learn. They show very good attitudes to each other and demonstrate that they can work very effectively in pairs and small groups. In one lesson, for example, they worked very cooperatively correcting spellings and punctuation in a piece of text provided by the teacher. In some lessons, pupils show great enthusiasm for learning. This is because these teachers are also enthusiastic and have the ability to make learning interesting, varied and fun. It is in these lessons where pupils make good progress. Too many lessons, however, require pupils to sit for too long listening to the teacher. This means the pace of learning slows and progress is no better than satisfactory.

Standards when pupils leave the school at the end of Year 6 vary from year to year but are generally average. Standards in English are above average. In 2008, pupils made inadequate progress from their starting points. Year 6 pupils in 2009 made considerable progress as a result of new measures introduced to boost their progress. This was too late to compensate for their underachievement in earlier years, however, so they did not make sufficient progress overall. Inspection evidence indicates that the present Year 6 underachieved during their time in Year 3 and Year 4, but that they are now making good and sometimes outstanding progress. As a result, they are well placed to make at least satisfactory progress overall given their starting points. In the 2009 national tests, boys made more progress and reached higher standards than girls, although inspection evidence indicates that it is now the girls who are marginally out-performing the boys. Pupils with special educational needs and/or disabilities make the same satisfactory progress as their peers.

Many pupils eagerly grasp the plentiful opportunities to make positive contributions to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

their school and the wider community. The 'Eco maniacs' and 'Woodland warriors' help them learn about life in a sustainable society. Pupils learn at first hand about other cultures through long term projects with schools in Korea, Serbian festivals and participating in the 'Love Russia' charity for disadvantaged children in Russia. Pupils show extraordinary care for each other and show a great deal of understanding and care for pupils with physical disabilities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is inconsistent. Good lessons have a fast pace due to the many interesting activities pupils are given to do. These lessons are well planned so that pupils receive challenging work appropriate to their abilities and teachers use thoughtful questions to enable pupils to answer more fully. This ensures they develop their speaking skills well in lessons. However, too much teaching remains no better than satisfactory. In these lessons activities are not fully matched to pupils' abilities and sometimes tasks lack challenge and are mundane and repetitive. The quality of assessment is similarly inconsistent, although it is improving. In Year 6, a key reason

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

pupils progress so rapidly, particularly in English, is the very careful way in which teachers assess pupils' work. This leaves them in no doubt what they need to do to improve. In some other classes, teachers' marking is either infrequent or cursory which is unhelpful to pupils. Other than in Year 6, there are not enough opportunities for pupils to evaluate their own and each other's work.

The rich and interesting curriculum is enhanced well by a range of well attended extra-curricular activities. A thematic approach to the curriculum is helping pupils make links between subjects. For example, a recent topic on India was explored through music, literacy, art, geography and religious education.

The school provides good pastoral care for pupils, in particular for vulnerable and looked after pupils. Parents of pupils with special educational needs and/or disabilities comment on how their children grow quickly in confidence and self-esteem as a result of the close attention to their needs. The school works well with outside agencies in the care of pupils. Transition arrangements are good, with parents and the local secondary school commenting on how quickly pupils settle into their new surroundings.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since his appointment, the headteacher has gained the confidence of staff, who are committed to driving improvement. Systems to improve the accountability of staff are improving but are still largely led by the headteacher rather than shared among all leaders.

The new tracking system is resulting in improved rates of pupils' progress. Teachers are becoming more confident in helping pupils achieve their potential through the analysis of data. However, targets for pupils are not updated often enough. The quality of teaching is now monitored and teachers are given helpful advice on how to improve the quality of their teaching. However, the school has an over generous view of the quality of teaching.

Plans to develop community cohesion lack rigour. However, the school has undertaken an analysis of its intake in relation to faith, ethnicity and its socio-economic circumstances. Links with the local community are particularly strong, with good links with a local company and recycling projects with local businesses. Links with the global community, such as charities, are similarly strong and are developing well.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

The school meets all statutory safeguarding requirements. The school works well with parents and carers. Their views are listened to and acted upon swiftly. The school website provides a wealth of information for parents who are also frequently invited to family learning events. Plans to promote equal opportunities meet statutory requirements. Any discrimination is tackled swiftly.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Assessments show that year-on-year children enter the school with differing levels of ability. Frequently, children enter the Nursery with skills that are below those that are nationally expected for their age and this is often in communication, language and literacy. However, careful and diligent planning, a range of interesting and engaging activities and good leadership ensure all children make good progress.

Children settle happily because of the comprehensive induction arrangements, including home visits which also help parents to be assured that their children are cared for well. All welfare requirements are met. Throughout the Early Years Foundation Stage, parents are well informed about their children's progress and have opportunities to contribute to their children's learning in different ways. For example, a display about water caught the imagination of both children and parents, promoting much discussion and exchange of ideas.

In the Nursery, a warm welcome awaits parents and children. The recently introduced flexible provision is developing children's confidence and ability to mix with other children. Staff are proactive and develop this provision further by increasing the liaison

with other Nurseries to ensure even better outcomes for children. Easy access between indoor and outdoor activities provides children with many first-hand experiences and is effective in promoting good learning. Plans are in place to improve outside provision further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Many parents responded to the questionnaire. The overwhelming majority who responded were supportive of the school. 'My son is very happy and loves coming to school' is a view expressed by many. Other positive comments regarded the school's rich curriculum and the quality of pastoral care. Parents' very positive comments were confirmed by inspection evidence, particularly with regard to the good curriculum and care. A very small minority of parents raised individual issues, but there was no pattern of major concerns in the responses.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tadcaster, Riverside Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 159 completed questionnaires by the end of the on-site inspection. In total, there are 407 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	114	72	45	28	0	0	0	0
The school keeps my child safe	94	59	62	39	2	1	0	0
The school informs me about my child's progress	67	42	83	52	7	4	0	0
My child is making enough progress at this school	88	55	64	40	6	4	0	0
The teaching is good at this school	99	62	55	35	4	3	0	0
The school helps me to support my child's learning	87	55	64	40	6	4	0	0
The school helps my child to have a healthy lifestyle	88	55	67	42	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	83	52	62	39	5	3	0	0
The school meets my child's particular needs	78	49	74	47	4	3	0	0
The school deals effectively with unacceptable behaviour	72	45	76	48	4	3	0	0
The school takes account of my suggestions and concerns	70	44	77	48	9	6	0	0
The school is led and managed effectively	88	55	65	41	4	3	0	0
Overall, I am happy with my child's experience at this school	105	66	50	31	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 December 2009

Dear Pupils

Inspection of Tadcaster, Riverside Community Primary School, Tadcaster, LS24 9JN

Thank you for the warm welcome you gave us when we came to inspect your school. I am writing to tell you about some of the things we found out on our visit.

Your school provides you with a satisfactory education and some things about it are good and even outstanding. We were very impressed seeing how thoughtful you all were to each other and how deeply you think about issues such as recycling and energy efficiency. You have outstanding knowledge of how to lead fit, healthy lifestyles. You told us about all the interesting things which enable you to make a valuable contribution to the school, such as 'Recycool' and the pupils' council. Teaching has improved recently and is satisfactory overall and at times good. This means that you make satisfactory progress. I have asked the headteacher and staff to do the following to improve your school:

- make sure that in all classes teachers give you interesting things to do and help you to make good progress
- improve assessments that are made of your work and improve the quality of advice you receive on how to improve
- that school leaders improve the accuracy of records that are kept about the quality of teaching and the progress you make.

You can help by attending regularly and continuing to be the delightful, thoughtful young people you are today. One thing that will stay with me for a long time is the superb work Year 6 have done on personal memories and the way you explained how much it meant to you all.

Our best wishes to you all.

Yours sincerely

Mr Robert Jones

Lead inspector

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