

# Riverside Primary School

## Inspection report

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<b>Unique Reference Number</b>	108575
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	395419
<b>Inspection dates</b>	4–5 July 2012
<b>Lead inspector</b>	Ann Ashdown

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jonathan Poppelwell
<b>Headteacher</b>	Mrs Angela Yilmaz
<b>Date of previous school inspection</b>	12 September 2007
<b>School address</b>	Minton Lane North Shields NE29 6DQ
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## Introduction

### Inspection team

Ann Ashdown  
Graeme Clarke

Additional Inspector  
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed seven teachers teaching 13 lessons, one of which was a joint observation with the headteacher. In addition, they visited specialist sessions teaching the links between letters and sounds and listened to pupils read. Meetings and discussions were held with groups of pupils, members of the governing body and school staff. Inspectors observed the school's work, and looked at pupils' books, progress data, safeguarding information, and other documentation. They analysed 69 questionnaires from parents and carers and also those from pupils and staff.

## Information about the school

This is a smaller than average sized primary school. A well-above average proportion of pupils are known to be eligible for free school meals. A below average proportion of pupils are from minority ethnic backgrounds and a similar proportion speaks English as an additional language. The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average, and a below average proportion has a statement of special educational needs. The school meets the government's current floor standards, which sets out the minimum expectations for pupils' attainment and progress. The school has additionally resourced provision for six pupils with behavioural, emotional and social difficulties. It has gained Healthy Schools status and holds Artsmark, Eco-Schools and Basic Skills awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It is not outstanding because pupils are making good rather than outstanding progress and the curriculum is not fully developed to provide exciting and relevant opportunities for pupils to be creative and use their basic skills across a range of subjects. Parents, carers and pupils comment warmly on the safe, nurturing environment the school provides which enables all pupils, including the most vulnerable, to grow in confidence and learn effectively.
- Children’s skills when they enter the Nursery are below those typical for their age. They make good progress as they move through the school so their attainment is average when they leave Year 6. In 2011, a slight slowing of pupils’ progress at Key Stage 2, especially in mathematics, was quickly identified and is being tackled effectively. Consequently, current pupils’ progress is accelerating and they are now achieving well in both English and mathematics.
- Teaching and learning are good. Knowledgeable teaching, effective questioning and varied and interesting activities characterise the best lessons. However, this good practice is not yet fully shared. In a few lessons pupils make slower progress when activities are not as challenging and they are not as clear about how to improve their work.
- Pupils’ behaviour and their attitudes to learning are typically good. They enjoy coming to school and their attendance is above average.
- Good leadership of teaching and learning, high quality professional development and effective performance management of staff are all helping to further raise attainment and accelerate pupils’ progress. Recently appointed leaders are successfully developing their new roles and monitoring the work of each key stage. New ways of teaching mathematics are proving effective but have yet to be fully refined and become embedded in the school’s work.

## What does the school need to do to improve further?

- Build upon current improvements and further accelerate the rate of pupils' progress, particularly at Key Stage 2 and in mathematics, by:
  - sharing good practice in teaching more widely across the school
  - refining and embedding new approaches to the teaching of mathematics ensuring all tasks set in lessons are consistently challenging for all pupils
  - giving pupils clear pointers on how to improve their work.
- Develop the curriculum to give pupils more exciting and relevant opportunities to be creative and use their basic skills across a range of subjects.

## Main Report

### Achievement of pupils

In lessons, pupils respond well to the good teaching they receive. Most are keen to learn and answer questions readily so they achieve well. In an English lesson, Year 6 pupils confidently identified personification and alliteration in a variety of poems and used these devices to enliven their own writing. The vast majority of parents and carers are pleased with the progress their children make and feel that the school helps pupils to develop good basic skills in communication, reading, writing and mathematics. Pupils' good progress in reading was confirmed when inspectors listened to pupils in Year 2 and Year 6 read. Attainment in reading is below average in Year 2 but pupils have reached average standards when they leave Year 6. Teaching assistants and teachers give specialist and timely extra help to pupils who speak English as an additional language, disabled pupils and those with special educational needs so they make the same good progress as their classmates. Pupils who join the school's additionally resourced provision for those with behavioural, social and emotional difficulties are sensitively supported by all staff and make good progress in their learning.

When children enter the Nursery class many have skills below those typical for their age, particularly in communication and personal development. They settle quickly into school routines and most become confident in choosing activities for themselves. A good blend of varied activities, both indoors and out ensures children become increasingly confident and make good progress. By the time they leave the Reception class children have achieved well. Their attainment, while closer to average, remains below that expected for children of their age nationally. Children were clearly enjoying learning as they sang nursery rhymes and played instruments. They shared resources sensibly and waited their turn to pretend to be Humpty Dumpty falling off the wall.

Pupils make good progress in both Key Stage 1 and Key Stage 2 and their attainment is broadly average when they leave the school. Following a period of staff turbulence there was a dip in the rate of pupils' progress at Key Stage 2 and particularly in mathematics. However, improvement in the quality of teaching, the introduction of

new approaches to teaching mathematics and careful tracking of pupils' progress have all resulted in progress accelerating in 2012 and pupils achieving well. Any gaps in the performance of different groups of pupils compared with all pupils nationally are narrowing rapidly.

### **Quality of teaching**

Teaching and learning are good. Most parents and carers agree that their children are well taught. Teachers know their pupils well and in the best lessons work is closely tailored to their needs. Staff use interesting resources and varied activities to engage the interest of their pupils. In a Year 2 phonics session, pupils confidently converted sentences containing both regular and irregular verbs from the present to the past tense. Year 4 and Year 5 pupils enjoyed constructing imaginative and rhythmic poems which painted vivid pictures of particular types of food. Pupils were encouraged to assess their own work and check if they had met the success criteria set out at the beginning of the lesson. Teaching assistants are well deployed and work closely with teachers to plan lessons effectively and support the learning of disabled pupils and those who have special educational needs so they make good progress. In most lessons teachers have high expectations of their pupils and work is fast paced and challenging. However, this good practice is not yet fully shared across the school and in a small minority of lessons, when activities are not sufficiently challenging, progress is less rapid. Books are marked regularly and pupils' good work is praised. However, marking does not always highlight exactly where and how pupils can improve their work.

Pupils' spiritual, moral, cultural and social development is promoted well in lessons. In a very effective class assembly, pupils, many of who already acted as school 'eco-warriors', were encouraged to reflect on further ways they could help to protect the environment. Displays of work on topics as varied as 'Ghana', 'International Day' and 'Investigating Vehicles' indicate the breadth of the curriculum and highlight pupils' developing awareness of other cultures. Teachers implement the planned curriculum well. Reading is taught very effectively and teachers place a particular emphasis on developing good basic skills in literacy and numeracy lessons.

### **Behaviour and safety of pupils**

Although a few parents and carers expressed concern about behaviour, inspectors found behaviour to be typically good. Records show that any incidents of challenging behaviour are sensitively managed by staff who consistently implement the school's code of conduct. Pupils are very clear about the difference between right and wrong and what constitutes acceptable behaviour at school. They show respect for each other and for school staff. In lessons, most pupils are keen to succeed. They share ideas and equipment sensibly and work well in teams. Reception class children, in a physical education lesson, clearly understood the meaning of teamwork and cooperation as they practised their ball control skills. Although keen to win, they also understood the importance of taking part. Pupils and their parents and carers all felt that school was a safe place to be. Pupils talked knowledgeably about how to keep themselves safe and had a clear understanding of different types of bullying, including cyber-bullying. They were confident that any incidents of bullying in school would be dealt with promptly and fairly. A strength of the school is the support it

gives to pupils whose circumstances make them vulnerable. The 'nurture room', the 'base' and a well-managed and well-attended breakfast club all provide supportive settings where pupils can develop both their social and academic skills. Pupils' above average attendance and their punctuality are clear evidence of their enjoyment of school.

## **Leadership and management**

The headteacher has a clear vision for the school which is shared by all staff. She has ensured that staff are well managed and deployed, feel valued and have access to good professional development. Consequently, morale is high and the school has the capacity to improve further. Newly appointed leaders and managers are developing their roles effectively. Monitoring and school self-evaluation are thorough and accurate. Teaching and learning are carefully monitored and a programme of coaching is bringing about improvement although good practice has yet to be fully shared across the school. Priorities for improvement, such as accelerating pupils' progress in mathematics, are being tackled quickly and successfully. However, although new approaches to teaching mathematics are proving effective, they have yet to be fully refined and become embedded in the work of the school. Members of the governing body are very supportive of the school and are firmly focused on raising attainment further. All safeguarding requirements are fully met. Staff are well trained and have a good awareness of child protection issues. Pupils have equal opportunities to succeed at Riverside Primary and consequently all groups of pupils make equally good progress. Discrimination of any kind is not tolerated.

The good curriculum is broad and balanced, promotes pupils' spiritual, moral, social and cultural development and meets the needs of pupils well. It has a particularly effective emphasis on developing pupils' basic skills of literacy and numeracy. However, the school is not complacent and recognises that the curriculum can be developed further to provide even more exciting and relevant opportunities for pupils to learn. Links between subjects are not yet fully developed to allow pupils to be creative and to practise their basic skills across a range of themes and topics.

Pupils are very appreciative of the broad range of trips and visits and extra-curricular activities which the school provides, which contribute greatly to their enjoyment of learning. They speak enthusiastically about visits to the beach, the theatre and an outdoor centre. They have enjoyed many varied activities such as meeting a children's author, learning about the fire service and working in the school garden with an expert horticulturalist.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



6 July 2012

Dear Pupils

### **Inspection of Riverside Primary School, North Shields, NE29 6DQ**

Thank you for the warm welcome you gave the inspection team when we visited your school this week. A particular thank you to those of you who read aloud to us, shared your views with us by filling in the questionnaires, and told us so much about your school. Please thank your parents and carers who also filled in the questionnaires.

This is what we have said about your school in our report.

- Yours is a good school.
- Your behaviour is good and we agree with your view that you are kept safe in school.
- Your achievement is good and you reach similar standards to pupils nationally.
- The way your school is led and managed, the teaching you receive and the curriculum you follow are good.

This is what we have asked your school to do to help it improve.

- Help you make even faster progress by asking your teachers to:
  - share their best ideas for teaching good lessons
  - check that the new ways of teaching you mathematics are working well
  - make sure the marking in your books always gives you clear advice on how to improve your work
  - give you challenging activities in all your lessons which make you think really hard.
- Asking your teachers to give you even more opportunities to be creative and to practise your basic skills while studying different subjects.

All of you can help your school become even better by working with your teachers to achieve the very best you can.

Yours sincerely

Ann Ashdown  
Lead Inspector

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