

Inspection of a good school: Riverside Community Primary School Birstall

Riverside Community Primary School Birstall, Wanlip Lane, Birstall, Leicester, Leicestershire LE4 4JU

Inspection dates:

29 and 30 November 2022

Outcome

Riverside Community Primary School Birstall continues to be a good school.

What is it like to attend this school?

Riverside Primary School is a warm and welcoming place. The school's '6Rs' of respect, responsibility, reflection, reciprocity, resourcefulness and resilience, guide pupils, leaders and staff. Pupils are polite and are proud of their school. They said that they would 'definitely' recommend the school to another child. Parents said the same.

Leaders are ambitious for all pupils. Staff make sure that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to flourish and achieve well.

The school is calm and orderly. Pupils' behaviour is positive in lessons and around the school site. Pupils say that bullying is rare. They trust staff to resolve incidents quickly.

Pupils participate in the range of activities available. These include the football club, science club and rock club. There is a wide range of ambassador roles available for pupils to experience. They can become house captains, or other leaders, such as sports, reading or eco ambassadors. These opportunities help pupils to develop leadership skills and enable them to 'give back and help others'.

Pupils respect differences between people. Pupils commented that: 'Teachers teach us not only to read and write but that everyone is equal, even if they are different.'

What does the school do well and what does it need to do better?

There is a shared ambition in the staff team for all pupils to achieve their best. Expectations for all, including pupils with SEND, are high. Staff want all pupils to succeed. Leaders have created a curriculum that is broad and ambitious. They have ensured that the curriculum in each subject starts in the early years and builds through to the end of Year 6. Leaders have identified the important knowledge they want pupils to learn and when.

Teachers have strong subject knowledge. They explain tasks clearly and use appropriate resources. In lessons, teachers use assessment frequently to check how well pupils have understood and remembered new learning. Teachers use this information to address pupils' misconceptions. Teachers make sure that pupils have time to revisit their learning through 'reflection' and 'next step' tasks. However, in some foundation subjects, teachers do not identify misconceptions in pupils' written work.

Pupils have positive attitudes to their learning. They readily answer teachers' questions and take an active role in the well-planned activities. Pupils are taught in small groups if they need extra support. This allows staff to intervene and promptly address any misconceptions.

The provision for pupils with SEND is a strength. This is a highly inclusive school. Teachers identify pupils' needs and use appropriate strategies to support pupils' learning. Teaching assistants support pupils well in all aspects of school life. Pupils with SEND thrive in this school.

Pupils enjoy reading. Leaders ensure that reading is a high priority. Pupils are provided with exciting books that they have helped to select for the school. There is a well-planned and structured reading programme in place. This is helping pupils to read with confidence, accuracy and fluency. Phonics teaching starts as soon as children begin the Reception Year. The teaching of phonics is well organised and effective. Teachers swiftly identify pupils who fall behind. These pupils are well supported to catch up. Pupils often read to adults in school to practise and develop their reading skills.

Children get off to a flying start in the early years. They are settled, happy and enthusiastic. Leaders have clearly mapped out what children should be able to do and know by the end of each half term. There are well-established routines which help children to develop their independence. Staff identify and understand well the different needs of the children. The classrooms are calm and well organised.

Pupils' personal development is a key focus of this school. The school's motto, 'believe and achieve', is central to the curriculum. An important part of this is developing pupils' character so that they become resilient and well-rounded individuals who are ready for their next steps. Pupils show respect when discussing differences and diversity. They can talk with confidence and understanding about protected characteristics and British values. Leaders use a 'diversity calendar' to ensure that pupils get an enriching and diverse set of experiences. Pupils undertake a variety of off-site visits that support the curriculum as well as extending their cultural capital. For example, some classes have visited Tamworth Castle and Bosworth battlefield.

Those responsible for governance understand the vision of the school. They support and challenge senior leaders well. Staff are proud to work at this school. The staff are a happy team. They say they are well supported by leaders and the trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their families very well. Leaders take their safeguarding responsibilities very seriously. There is a strong culture of safeguarding, and effective systems are in place to keep pupils safe. Staff receive regular and appropriate training. Records are well maintained. Leaders take prompt action in response to any concerns.

Pupils learn how to keep themselves safe. This includes when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not implemented a clear assessment and feedback policy across all subjects. In some subject areas, pupils' misconceptions are not always identified, which means that pupils do not learn as well as they should. Leaders should ensure that the curriculum and assessment policy is implemented consistently well throughout the school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good on 15 and 16 March 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140746
Local authority	Leicestershire
Inspection number	10227841
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	Board of trustees
Chair of trust	Anne Lamb
Headteacher	Mrs Chelsea Williams
Website	www.riversideacademy.org.uk
Date of previous inspection	15 and 16 March 2017, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative educational providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- To judge whether the school continues to be good, the inspector focused the inspection on specific subjects of the curriculum. She undertook deep dives in reading, mathematics and history. This involved meeting with senior and subject leaders and visiting lessons where pupils were learning these subjects. She met pupils from the lessons and looked at their work in these subjects. She met with teachers about the curriculum they were delivering. She heard children in different year groups read books. She also spoke to leaders about the curriculum in some other subjects.
- The inspector considered the range of documents that the school keeps with regard to safeguarding. She spoke with pupils, staff and governors about safeguarding arrangements.

- The inspector met with governors and trustees. She took account of views expressed through Ofsted Parent View.
- The inspector spoke with groups of staff. She also took into account the views shared through the survey for staff.

Inspection team

Dawn Ashbolt, lead inspector

His Majesty's Inspector

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