

# Riston Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	117988
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	358235
<b>Inspection dates</b>	28–29 March 2011
<b>Reporting inspector</b>	Andrew Clark

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lesley Townend
<b>Headteacher</b>	Theresa Chambers
<b>Date of previous school inspection</b>	18 October 2007
<b>School address</b>	Main Street Long Riston Hull HU11 5JF
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and observed four teachers. The inspectors held meetings with members of the governing body, the staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 34 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- The progress pupils of all abilities make throughout the school, particularly in mathematics.
- Whether pupils' literacy and numeracy skills are developed well through other subjects.
- The contribution all leaders, managers and the governing body make to school improvement.

## Information about the school

The school is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is below average. The majority of pupils are from White British backgrounds. The percentage of pupils with special educational needs and/or disabilities is also below average. The school has achieved Activemark, Healthy School status, a fourth Basic Skills Quality Mark and a Gold Award for Inclusion. In addition, the governing body and parent teacher association received a national gold award for 'Changing the life of the school'.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils of all abilities, including those with special educational needs and/or disabilities, achieve well as a result of good teaching and many enjoyable learning experiences. Levels of attendance are high and pupils' behaviour is excellent because of the outstanding care and guidance the school provides. The clear leadership of the headteacher, with strong support from all her staff, ensures that the quality of self-evaluation is accurate. Overall, monitoring and evaluation procedures are good. However, changes to staff and new subject management responsibilities means that their involvement in improving provision including teaching and learning is not yet fully embedded. The outstanding governing body provides extremely high levels of support and challenge which enriches many aspects of school life. The effective provision and good outcomes for pupils show that the school has good capacity to continue to improve.

Pupils of all abilities make good progress because most lessons are exciting and challenging. They leave Year 6 with attainment which is above average in English and mathematics. For example, pupils write with imagination and their mathematical calculation skills are good. However, very occasionally pupils' progress is limited by inconsistencies in the quality of teaching. Expectations of pupils' work in lessons are not always high enough and this leads to pupils working slowly and not giving enough attention to the accuracy and presentation of their work. Pupils are very friendly and welcoming. They have a good understanding of how to live healthily and a strong commitment to sport and exercise. Pupils make a good contribution to the school and local community, for example through the school council and links with the church and other schools. Older pupils provide strong support and guidance to younger ones.

There are many strengths in teaching which lead to effective learning. Relationships are excellent. Teaching assistants make a good contribution to the effectiveness of teaching because they are well trained and give practical advice. Teachers make good use of information and communication technology (ICT), games and problem-solving to make learning relevant. In a few lessons, teachers do not provide enough pace and challenge for pupils to make the best possible progress. The lively and imaginative curriculum leads to many examples of good quality learning in subjects such as history, music and science. Pupils apply and practise their literacy skills well through different subjects but this is less well established for numeracy. The school has excellent procedures to identify and support pupils who are vulnerable due to

their circumstances, and work in partnership with other agencies to break down barriers to learning. As a result, these pupils make progress which is at least as good as their peers. A comment in the parental and carer questionnaire, 'Riston School has a real family feel and a sense of camaraderie between pupils. It provides a rich environment for every child's confidence and self-esteem to develop,' is typical of the views expressed to the inspectors.

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

- Increase pupils' progress further by:
  - bringing the quality of teaching consistently to that of the best
  - insisting that pupils always take care to work as fast as they can and consistently present their work to the highest standard
  - providing more opportunities for pupils to use and apply their numeracy skills in other subjects.
  
- Develop the role of subject coordinators, especially in the monitoring of teaching and learning to eradicate any weaknesses.

## Outcomes for individuals and groups of pupils

2
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Pupils work well collaboratively, share ideas and solve problems together. They speak very purposefully about their work and plan and organise their ideas. This makes a strong contribution to their personal development and the good progress they make in all subjects. They enjoy using ICT to research and present their ideas. For example, they digitally recorded their presentations on sustainability to support their work on persuasive writing in English. This sort of approach to teaching and learning makes a good contribution to their skills for future learning. Children start the Early Years Foundation Stage with skills which are largely typical for their age. They make good progress and by Year 6, standards in English, mathematics and science are above average. This is largely reflected in the results of National Curriculum tests and teachers' assessments and there is a positive trend of improvement. However, some inconsistencies in the quality of teaching occasionally limit pupils of all abilities from making the fastest progress they can.

Pupils have an excellent understanding of how to keep themselves safe in a wide range of situations such as safe use of the internet, and they take very good care of each other. Pupils take their roles as chairperson, treasurer and secretary on the school council seriously and lead other pupils well. They are actively involved in many local village activities and have a good knowledge of local history and culture. Although pupils run their own Fair Trade Shop, their understanding of different faiths and cultures is less well developed. However, they are reflective in response to thought-provoking assemblies and personal and social education lessons. For example, they regularly write sensitive prayers to read in assemblies and at the end of the day.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers and teaching assistants work closely together to ensure pupils of all abilities make good progress. Detailed and sharply focused lesson plans largely ensure the needs of different groups of pupils are well met. In the best lessons, teachers challenge pupils to think through well targeted questions and activities which are closely matched to individual needs. Teachers' expectations are generally high and pupils strive hard to meet them. However, on a few occasions teachers expect pupils to be passive listeners for too long and do not set challenging enough time-limits for the completion of work. Most lessons are, however, exciting and fast paced; they are brought to life through the use of ICT, role-play, problem-solving tasks, competitions and games. Good quality marking and feedback often help pupils improve their own work, although occasionally not enough attention is paid to encouraging care in the presentation of written and mathematical work.

Well-planned programmes of work in literacy and numeracy contribute to good progress. Imaginative themes and visits make learning relevant and stimulating. The school makes particularly good use of local census data, historical maps and aerial photographs as the basis for in-depth studies in geography and history, for example, and to promote literacy skills. However, some opportunities are missed to extend pupils' application of numeracy skills. Good partnerships with other educational establishments, such as universities and neighbouring schools, contribute to exciting learning in many subjects. Pupils' personal development is promoted well. The governing body makes an excellent contribution to enriching pupils' achievement through its funding and sourcing of learning in arts and crafts and music. Parents and carers make a good contribution to pupils' learning through their involvement in lessons and homework projects.

There are rigorous and effective procedures to keep pupils safe and excellent systems to monitor and improve attendance and behaviour. The school has outstanding systems to support the many pupils who are vulnerable due to their

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<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

circumstances and their families; for example, through the effective work of the special educational needs coordinator and the support worker for parents and carers. This work is highly successful in significantly breaking down barriers to learning. The school is imaginative in its approach to supporting pupils with specific needs. For example, all pupils know the basics of sign language to support those with special education needs and/or learning difficulties. The school provides a very good range of information on pupils' progress and gives parents and carers regular and useful guidance on ways to support their children's future learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher provides considered and reflective leadership which motivates the whole school community. As a result, staff morale is high and parents and carers hold the school in high regard. The headteacher and her senior staff lead by example through their teaching roles and the training they offer. Although monitoring procedures are good overall, subject leaders do not always have a comprehensive overview of the full effectiveness of teaching on progress in their subjects. New procedures are still being established. There is a strong commitment to the training and development of new teachers which contributes well to school development. The outstanding governing body is extremely effective and governors bring energy and passion to all aspects of their work. They have rigorous systems to review policies and procedures and evaluate their effectiveness. This has a significant impact on the breadth of the curriculum and the care, guidance and support the school gives.

The school has a good understanding of its immediate context and is involved in a number of local projects and initiatives. It is extending links with families in other parts of the world and the promotion of community cohesion is good overall. The school takes very strong steps to breakdown any barriers to achievement. It is inclusive and promotes equality of opportunity well for both pupils and staff, taking steps to avoid any discrimination. Robust policies and record keeping contribute to good quality procedures for safeguarding. The school provides robust financial management and ensures that it gives good value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account:	
The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Many children start with skills which are largely typical for their age. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1 they meet and increasingly exceed average levels. There are excellent induction systems to support children and to quickly settle them into the Nursery. Good links with parents and carers contribute to the children's smooth start.

Good welfare arrangements and very positive relationships ensure that children feel safe and secure. There is a good balance between adult-led activities and those that children can choose for themselves, which contributes well to their personal development. The progress children make in their early reading and writing skills is good because teachers make effective use of well planned literacy and numeracy schemes and provide many opportunities for children to practise their skills. Children are proud of their work and eager to show what they can do. They enjoy exploring the range of stimulating learning activities. The use of the outdoors has improved since the last inspection, although the provision does not yet fully reflect the strengths of that indoors. The school has plans to further develop the outside provision. The use of assessment to improve children's learning is good, and parents and carers feel very well informed about their child's progress. The innovative use of the 'Wow' parent-school communication books and detailed learning journeys contribute to driving forward children's progress. The Early Years Foundation Stage is led and managed well and all staff contribute to improvements. As a result, the Early Years Foundation Stage is well placed to continue to improve.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2

## Views of parents and carers

Almost a half of parents and carers responded to the questionnaire which is above average. The vast majority are wholly positive about the work of the school. They feel that the school is led and managed well, their children enjoy school and make good progress. The views of the parents and carers are reflected in the findings of the inspection because all aspects of its work are at least good and some are outstanding.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Riston Church of England Voluntary Controlled 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 inspector received **34** completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	56	14	41	0	0	1	3
The school keeps my child safe	17	50	17	50	0	0	0	0
The school informs me about my child's progress	10	29	22	65	2	6	0	0
My child is making enough progress at this school	12	35	18	53	3	9	1	3
The teaching is good at this school	13	38	20	59	1	3	0	0
The school helps me to support my child's learning	11	32	19	56	2	6	0	0
The school helps my child to have a healthy lifestyle	12	35	20	59	1	3	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)	12	35	17	50	1	3	0	0
The school meets my child's particular needs	13	38	18	53	2	6	1	3
The school deals effectively with unacceptable behaviour	11	32	18	53	1	3	3	9
The school takes account of my suggestions and concerns	10	29	20	59	1	3	1	3
The school is led and managed effectively	11	32	19	56	2	6	0	0
Overall, I am happy with my child's experience at this school	15	44	16	47	2	6	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 is for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 March 2011

Dear Pupils

**Inspection of Riston Church of England Voluntary Controlled Primary School, Hull, HU11 5JF**

Thank you for the friendly welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons, assemblies and at playtime.

These are some of the things we found out about your school.

- You go to a good school and standards are above average.
- You feel very safe and your behaviour is excellent.
- You arrive at school on time and your attendance is high.
- You run a Fair Trade Shop and you are very involved in school and village life.
- You enjoy your school work because the teachers usually give you practical and fun things to do.
- The school helps you keep fit and live healthily.
- The headteacher and her staff run the school well and are supported by an excellent governing body.
- In a few lessons children do not make the best progress they could do.
- Teachers do not always give you chance to practise your mathematical skills in other subjects.

To help your school become even better, I have asked your headteacher and the governing body to:

- make sure that all the lessons help you make the best progress you can
- give you more chances to practise your numeracy skills in different subjects
- give staff, who are in charge of different subjects, more opportunities to monitor what is happening in the classroom.

You can help by making sure that all your work is the best it can be and continuing to enjoy school.

**Yours sincerely**

**Andrew Clark, Lead Inspector**

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