

Inspection of Riverside Primary School

Brighton Street, Wallasey, Wirral, Merseyside CH44 6QW

Inspection dates: 25 and 26 April 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils love coming to Riverside Primary School. The enthusiastic and dedicated staff ignite a passion for learning as soon as children join the school in the early years.

Pupils enjoy the wealth of rich experiences that staff provide. These encounters enhance their learning and widen their knowledge of the world. Pupils achieve well. They are particularly proud of their achievements in creative arts and sports.

Pupils receive the warmest of welcomes each day from staff and their peers. The school motto 'we're all different, we're all wonderful' shines through the way that pupils conduct themselves. Pupils are especially respectful to each other and to staff. They have an excellent understanding of diversity and how others are different from themselves.

Pupils, including those with special educational needs and/or disabilities (SEND), know and understand the school rules. They rise to the high expectations that staff have for both their learning and behaviour. Pupils focus well on their learning in lessons and any disruption is very rare. They play extremely well together, creating a very happy atmosphere. This helps pupils to feel safe in school. If incidents of bullying do occur, they are dealt with quickly and effectively by staff.

Parents and carers are highly positive about the exceptional support and care that their children receive. They would recommend the school to others.

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

Leaders, governors and staff have a shared ambition that all pupils, including those pupils who attend the specially resourced provision for pupils with SEND, will achieve their very best. Leaders have found the right balance between academic success and developing pupils as well-rounded citizens. As a result, pupils leave Year 6 well prepared for secondary school and their life beyond.

In most subjects, leaders have made sure that a well-designed and well-taught curriculum gives pupils, including children in the early years, the knowledge that they need to succeed in future learning. This helps pupils to achieve well. However, in a small number of subjects, leaders have not identified carefully enough what pupils need to remember. At times, this hinders teachers when they design learning.

Leaders ensure that important subject content is taught in a logical order so that pupils build their knowledge over time. Pupils are taught the vocabulary needed to deepen their learning. Staff make regular checks to see what pupils have learned and where there may be gaps in their understanding.

Reading is given high priority. All staff are well trained. They deliver the phonics scheme with precision. Children in the early years, including those who attend the

provision for two-year-olds, are immersed in stories, rhymes and songs that build their knowledge of sounds. Pupils in key stage 1 capitalise on this strong start, matching sounds to letters in order to read words.

The books used to teach reading are carefully matched to the sounds that pupils know. As a result, pupils learn in small steps and benefit from sufficient practice to become fluent readers as quickly as possible. Those pupils at risk of not keeping up are identified and supported effectively. A love of reading is evident across the school. Pupils are inspired to read in creative ways, including enjoying visits from authors and bringing texts to life through drama.

The needs of pupils with SEND are identified accurately. Teachers and teaching assistants provide appropriate support for pupils with SEND, including those who attend the specially resourced provision. Pupils with social, emotional and mental health difficulties are particularly well supported. This is because leaders have trained staff to meet these pupils' needs well. Learning is seldom disrupted by poor behaviour.

Pupils' wider development is prioritised by staff. Pupils learn about different faiths and cultures. They value diversity. They know that everyone is equal. Pupil groups, such as the school council, the 'peace patrol' and the 'calm crew', take their roles and responsibilities seriously. They are keen to promote fairness and equality. Members of the community are invited into school to share their career journeys. This inspires pupils and helps to raise their aspirations for their next steps.

The school offers a wide range of experiences for pupils, including for two-year-old children. They enjoy a variety of clubs, such as Fame and Baby Ballet. They talked enthusiastically about trips out of school, such as visits to the zoo and museums. Older pupils are looking forward to a residential experience in Wales. All pupils have the opportunity to take part in performances to show their parents what they have learned.

Staff are proud to work at this school and they agree that the school is well led and managed. Staff feel valued. This is because leaders, including governors, provide them with appropriate support. Staff are very positive about the actions taken to reduce their workload. There is a strong team feeling across the school.

Safeguarding

The arrangements for safeguarding are effective.

The school has a strong safeguarding culture. Staff are well trained and they know what to do if they have a concern about a pupil's welfare. Staff have an up-to-date knowledge of safeguarding issues, including those that are pertinent to the local area. They know how to recognise signs that a pupil may be at risk. Staff work well with parents and outside agencies to help to protect pupils.

Leaders ensure that safeguarding incidents are dealt with swiftly and that clear procedures are followed closely. Pupils learn how to keep themselves safe in a range of situations. For example, they are taught about online safety, healthy relationships, stranger danger and road safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, it is unclear what knowledge will be the most useful for pupils' subsequent learning. This hinders some teachers in designing aspects of learning for pupils in these subjects. Leaders should ensure that, in these subjects, teachers are clear about the knowledge that pupils need to remember.

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	104996
Local authority	Wirral
Inspection number	10210952
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Co-Chairs of governing body	Gail Webb MBE and Carl Carr
Headteacher	Christina Lahive
Website	www.riverside.wirral.sch.uk
Date of previous inspection	20 and 21 September 2016, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, the school has opened a part-time nursery provision for two-year-olds.
- The school has specially resourced provision for pupils with SEND. Pupils with social, emotional and mental health difficulties attend classes in the school. The numbers of pupils within the base have increased since the last inspection to accommodate pupils in Key Stage 2. When appropriate, they attend some lessons with pupils from the main school.
- Leaders do not use any alternative provision for pupils.
- The school runs a before- and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors reviewed the school's safeguarding arrangements. They looked at relevant documentation, staff recruitment checks and training. They also considered how well adults in the school act on emerging concerns.
- Inspectors carried out deep dives in early reading, mathematics, science, music and religious education. This included visiting lessons, looking at pupils' work, examining curriculum documents and talking with pupils and staff. The lead inspector listened to pupils reading to a familiar adult and visited some small group reading sessions. Inspectors also spoke with leaders about the curriculum in other subjects and looked at work from a sample of other subjects.
- During the inspection, inspectors held meetings with the headteacher, senior leaders and subject leaders. Inspectors also met with the leaders who hold responsibility for SEND, early years and attendance.
- Inspectors met with a group of governors and representatives of the local authority.
- Inspectors met with different groups of pupils.
- Inspectors observed pupils' behaviour in lessons, around the school and at breaktimes and lunchtimes.
- Inspectors reviewed a range of school documentation, including minutes of governing body meetings, the school's self-evaluation and planning documents.
- The inspectors considered the views of parents shared through Ofsted Parent View and during discussions with parents who were visiting school. They also considered the findings from the Ofsted staff survey. There were no responses to Ofsted's pupil survey.

Inspection team

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