



Inclusion Quality Mark (UK) Ltd

20th July 2017

Ms Kim Williams
Headteacher
Riverside Primary School
St Edmunds Way
Rainham
Kent ME8 8ET

COE Review Date: 11th July 2017

Riverside Primary is a warm and welcoming school that lives out its motto (Happy, Helpful, Hard-working) highly successfully through its vision, practice and sense of community. The strength of the Riverside attitude of working together for the benefit of all children is tangible throughout the school and it is clear that Riverside is realising its vision and moving from strength to strength. The school is now part of the Rainham Manor Education Trust (RMET). It will begin its expansion to a 2-form entry school from September 2018.

Pupils' behaviour is excellent. They are confident, courteous and enthusiastic and are very positive about their school, particularly their teachers. Relationships between pupils are very positive in classrooms and around the school. They are sensitive to the needs of others and are very patient and thoughtful towards children with additional needs.

Pupils make good progress overall. The school's rich and varied curriculum, together with good quality teaching and learning and effective support for all levels of need, contribute to the good progress that pupils make.

Teachers and teaching assistants have high expectations of all pupils. This, together with the attention to individual needs and talents, is rewarded by pupils who enjoy their learning and who love coming to school.

In addition to the above, a number of exciting developments to further improve learning are taking place at Riverside, including the following:-

- The school now has its own therapy dog called Eddy and his introduction has been warmly welcomed by pupils and staff. Eddy is very much at ease and is gradually being trained to get used to school routines. TAs have been trained in Lego therapy and to deliver speech and language support. The school intends to check on the impact of these interventions.
- The IQM coordinator has undertaken PDA (Pathological Demand Avoidance) training. This very specialist area, will be shared with other schools as necessary. The school is looking at training opportunities across the Trust, particularly into

how best to support teachers who are 2 or 3 years into their careers. Riverside has found the IQM process particularly valuable as it is integral to the school's work. It intends to share its IQM experience with other Trust schools.

- The first award ceremony took place at Rainham Mark Grammar School (RMGS - the lead Trust school) and was a great success. The achievements of a wide range of pupils were celebrated, which promoted the Riverside Attitude very effectively.
- Support for additional needs is fully integrated in the school and this expertise is being shared with other Trust schools. Riverside is developing resource banks to take to other schools to help them to better address special needs in a mainstream setting.
- The Maths Mastery approach has made differentiation easier for all levels of need. It was successfully rolled out in Reception and Year 1, with progress levels of 97% and 100% recorded respectively. The requirement for pupils to give a full sentence response when answering or describing maths problems has been particularly helpful to develop both pupils' understanding and their language skills. The rollout will continue across the school.
- The O-Track assessment system will enable staff to record pupils' progress during the year for all ability ranges and help the leadership team to identify any gaps. Riverside is using best practice from RMGS to develop a tracking system for individual Pupil Premium Grant pupils in order to check their progress against the cost of resources used to support them.
- The school will be filming the way it uses intervention strategies in order to share its good practice more widely and also to monitor the strategies themselves. The school will also use action research projects within the RMET to check on what is working well and also to see what can be improved.
- Parents' evenings are now held in the hall and this has proved to be very popular. So that parents can still see their child's learning environment, they are invited into classrooms for the last hour of a school day. This gives them the opportunity to see displays, books and learning in action.
- The school's liaison with the Medway Parent and Carer Forum will give a valuable voice to parents and carers who have children with special needs, for example, by supporting them with managing consultations on change or inviting them to talks on various relevant subjects such as ADHD. The school has just had an invitation to take part in the Schools for Health and Wellbeing pilot programme as it is recognised as having real strengths in developing pupils' health and wellbeing.
- The family liaison officer brings a wealth of experience to Riverside, for example, bereavement counselling, Lego therapy and budget management, and will be offering a broad range of workshops for parents.
- A very successful summer fair was held last year and this was very well received by the local community. To develop community involvement further, advertising space will be taken in the Action Forum and The Net. The school gives back to the local community, for example, through the valuable work of the Riverside Rangers. Work such as litter picking will continue as part of the school's care for the environment.

- Riverside has taken a very proactive and forward-thinking approach to succession planning in relation to the role of chair of governors. The vice chair is undertaking a 9-month leadership course which will be particularly useful for the governing body.
- The school finds the RMET governance structure exceptionally supportive. For example, senior staff from RMGS have taken a great interest in what Riverside has to offer, which has helped to establish a high degree of trust between the schools. Joint ventures by the RMET, such as prize giving, have already taken place and many more are planned. Riverside is very positive about how the Trust will develop and is excited about the road ahead.

I am of the opinion that Riverside fully meets the standard to continue to be accredited as an IQM Centre of Excellence and should be reviewed again in twelve months' time. I have discussed the outline plan for the next academic year with the school.

Assessor: Barry Gilhooly

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



IQM Centre of Excellence Review



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| <p>1</p> <p>The Inclusion Values and Practices of the School</p> | <p>Develop staff expertise through CPD opportunities to enable us to reduce cost of bought-in interventions/support.</p> <p>Further develop the way in which we share inclusive practice with other schools.</p> | <p>TA to attend 'Animal Assisted Play Therapy' training and develop a Dog Therapy programme.</p> <p>Introduce a programme of accredited ASD training for staff.</p> <p>Develop a joint CPD programme with RMET to share good practice and develop Year 2/3 teachers.</p> <p>Establish strong links with other RMET schools and look at ways we can work together to improve inclusive provision in each school.</p> <p>Develop a bank of resources that can be shared with colleagues, with a focus on specific needs such as PDA.</p> <p>Support other local schools wishing to achieve the IQM.</p> | <p>The school now has its own therapy dog called Eddy and his introduction has been warmly welcomed by pupils and staff. Eddy is very much at ease and is gradually being trained to get used to school routines. TAs have been trained in Lego therapy and to deliver speech and language support. The school intends to check on the impact of these interventions.</p> <p>The IQM coordinator has undertaken PDA (Pathological Demand Avoidance) training. This very specialist area, will be shared with other schools as necessary.</p> <p>The school is looking at training opportunities across the Trust, particularly into how best to support teachers who are 2 or 3 years into their careers.</p> <p>Riverside has found the IQM process particularly valuable as it is integral to the school's work. It intends to share its IQM experience with other Trust schools.</p> <p>Support for additional needs is fully integrated in the school and this expertise is being shared with other Trust schools. Riverside is developing resource banks to take to other schools to help them to better address special needs in a mainstream setting.</p> <p>As above</p> |
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IQM Centre of Excellence Review



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| <p style="text-align: center;">2 The Learning Environment, Resources and ICT</p> | <p>Develop resourcing for specific areas of need.</p> | <p>Develop the use of specialist VI technology to support learning in class and increase involvement in assemblies.</p> <p>Develop a bank of resources that can be shared with colleagues, with a focus on specific needs such as PDA.</p> | <p>The school works closely with the Physical and Sensory Service and is developing the use of specialist VI technology: for example, by using a tablet and distance camera to enable a pupil to see class displays, instructions and notes much more clearly.</p> <p>As already mentioned above, resource banks to support specific needs such as PDA, are being developed and will be shared across the Trust.</p> |
| <p style="text-align: center;">3 Learning Attitudes, Values and Personal Development</p> | <p>Enhance our focus on emotional wellbeing and the named values of Riverside.</p> | <p>Establish an annual 'Awards Ceremony' to recognise children who have demonstrated outstanding 'Riverside Attitude' and Governors Awards related to each of our Values Words.</p> <p>Take part in the Medway pilot programme "Schools for Health and Wellbeing".</p> | <p>The first award ceremony took place at Rainham Mark Grammar School (the lead Trust school) and was a great success. The achievements of a wide range of pupils were celebrated, which promoted the Riverside Attitude very effectively.</p> <p>Medway has high levels of obesity and mental health issues. The school has just had an invitation to take part in this programme as it is recognised as having real strengths in developing pupils' health and wellbeing.</p> |

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| <p>4 Learner Progress and the Impact on Learning</p> | <p>Raise attainment at the end of Key Stage 1 and 2 so that it is at least in line with National.</p> | <p>Establish the Maths Mastery approach in Years 2 and 3 and extend on successes in Year R and 1.</p> <p>Train all staff to use the new O-Track assessment system to identify gaps in learning and monitor progress more closely.</p> <p>Begin to develop a system for tracking individual PPG children against spend – link to RMGS practice.</p> | <p>The Maths Mastery approach has made differentiation easier for all levels of need. It was successfully rolled out in Reception and Year 1, with progress levels of 97% and 100% recorded respectively. The requirement for pupils to give a full sentence response when answering or describing maths problems has been particularly helpful to develop both pupils’ understanding and their language skills. The rollout will continue across the school.</p> <p>The O-Track assessment system will enable staff to record pupils’ progress during the year for all ability ranges, and help the leadership team to identify any gaps.</p> <p>Riverside is using best practice from RMGS to develop a tracking system for individual PPG pupils in order to check their progress against the cost of resources used to support them.</p> |
| <p>5 Learning and Teaching (Monitoring)</p> | <p>Develop the ways in which we monitor Teaching and Learning in order to share expertise more widely.</p> | <p>Develop a bank of resources, including video clips, which can be shared with colleagues. Build this in to the rolling programme for monitoring interventions.</p> <p>Develop the use of Action Research projects to improve practice – link with RMET.</p> | <p>The school will be filming the way it uses intervention strategies in order to share its good practice more widely and also to monitor the strategies themselves.</p> <p>The school will use action research projects within the RMET to check on what is working well and also to see what can be improved.</p> |

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| <p>6 Parents, Carers and Guardians</p> | <p>Develop the ways in which we support parental involvement with children's learning.</p> | <p>Introduce opportunities for parents to spend time in classrooms.</p> <p>Liaise with Medway Parent and Carer Forum to offer support for parents of children with SEND – e.g. running coffee mornings, hosting workshops.</p> <p>Further develop the FLO role to offer parenting courses and other targeted support.</p> | <p>Parents' evenings are now held in the hall and this has proved to be very popular. So that parents can still see their child's learning environment, they are invited into classrooms for the last hour of a school day. This gives them the opportunity to see displays, books and learning in action.</p> <p>The school's liaison with the Medway Parent and Carer Forum will give a valuable voice to parents and carers who have children with special needs, for example, by supporting them with managing consultations on change or inviting them to talks on various relevant subjects such as ADHD.</p> <p>The family liaison officer brings a wealth of experience to Riverside, for example, bereavement counselling, Lego therapy and budget management, and will be offering a broad range of workshops for parents.</p> |
| <p>7 Governing Body and Management</p> | <p>Develop a structure of sustainable governance (succession planning).</p> | <p>Establish the Riverside Governors within the RMET structure.</p> <p>Vice-chair to undertake leadership training.</p> | <p>The school finds the RMET governance structure exceptionally supportive. For example, senior staff from RMGS have taken a great interest in what Riverside has to offer, which has helped to establish a high degree of trust between the schools.</p> <p>Riverside has taken a very proactive and forward-thinking approach to succession planning in relation to the role of chair of governors. The vice chair is undertaking a 9-month leadership course which will be particularly useful for the governing body.</p> |



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| <p>8 The School in the Community</p> | <p>Continue to raise the school's profile within the community.</p> | <p>Take part in joint ventures with the RMET schools – careers events, prizegiving, workshops.</p> <p>Increase the profile of the FoRPS summer fair through local advertising.</p> <p>Hold open sessions to promote the school with a view to increased intake for September 2018.</p> <p>Continue to develop the Riverside Rangers programme to establish regular links (e.g. visits to the Old People's home) rather than one-offs.</p> | <p>Joint ventures by the RMET, such as prize giving, have already taken place and many more are planned. Riverside is very positive about how the Trust will develop and is excited about the road ahead.</p> <p>A very successful summer fair was held last year and this was very well received by the local community. To develop community involvement further, advertising space will be taken in the Action Forum and The Net.</p> <p>The school will begin its change to 2-form entry from September 2018. Tours will be offered to prospective parents and Riverside will also be talking to its feeder nurseries.</p> <p>The school gives back to the local community, for example, through the valuable work of the Riverside Rangers. Work such as litter picking will continue as part of the school's care for the environment.</p> |
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Sources of data

- Website.
- Ofsted report.
- Tour of school, including all classrooms.
- Observed music performance by pupils.
- Meeting with headteacher.
- Meeting with IQM coordinator.
- Meeting with vice chair of governors.
- Meeting with teaching assistant responsible for therapy dog.

Recommendation

I am of the opinion that the school fully meets the standard to continue to be accredited as an IQM Centre of Excellence. I have discussed the outline plan for the next academic year and a copy is included in this report.

Further Developments agreed after discussion

- The school is already fully aware of ensuring that its own capacity is not compromised if support for other schools in the Trust is needed.
- This can support the presentation of evidence required for the next review.
- Projected (red) planning to be forwarded to IQM within the first month after assessment/review.
- Updated record of action taken (changed to black as actioned) to be forwarded to IQM a month before next review.

Assessor: Barry Gilhooly

Date of Review: 11th July 2017