



30th July 2019

Mrs Kim Wilmer
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St Edmunds Way
Rainham
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COE Review Date: 15th July 2019

Summary

Riverside Primary School is a large school which has rapidly grown in size and now in numbers. It has expanded from a PAN of 20 to now accommodating 60 children in year R and 1, which will grow throughout the school. The school has worked hard with the local community to build its reputation as a school that cares for its pupil's education and wellbeing, while also reaching out to its parents and community. The school has been extended and provides a modern, bright and purposeful place for learning.

The school has funding for two School Resourced Provisions, one for Autism Spectrum Disorder, and one for Visual Impairment and they use this funding wisely to integrate these pupils into everyday school life and learning in the classrooms. They firmly believe that every child should succeed and lead their learning. Their vision – Happy, Helpful and Hardworking, and values of- Respect, Achieve, Resilience, Independence, communication, Teamwork and Enjoy, permeate throughout the school, and the staff team use these in everything they do. The children are very familiar with these values and these are celebrated in every classroom and around school. There is a collective responsibility for children with need and learning and support for these children is led by the staff in the classrooms. Training is a high priority and staff are given the tools to support the particular needs in their classroom.

There was a calm and well organised atmosphere in the classrooms that I visited and children are supported to develop independence in their learning through many different strategies. Children are enthusiastic about their school and what it has done for them.

There is a real sense of team work and the staff are very supportive of each other and the efforts that they put in to support the children and families in the school. The staff that I spoke to were enthusiastic about what they led and the impact that it had.

Riverside has a real desire to support the children in their school beyond their learning. Well-being and healthy living are high on the agenda and the school have bought a 'Bio Dome' and outdoor gym equipment to extend the children's experiences of fitness and

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healthy living beyond the classroom. They plant and grow fruit and vegetables in the Bio Dome that are offered at lunchtimes in the dining hall for everyone to try. This has been skilfully led by one of Riversides talented TAs who has also chosen plants that simulate sensory needs.

Eddie the schools therapy dog has had a real impact on the school and the children benefit from him in a variety of ways. He has been transformational for pupils who have found it difficult to communicate with other people. During my visit I was able to observe a training session for Eddie. His interactions with a child were remarkable and the child he worked with was engaged and communicated with him, and us, about what she was doing.

Eddie's trainer is one of the schools Teaching Assistants and he has worked extremely hard on the therapy dog training, attending courses in Scotland so that he is able to work in school.

The Headteacher has a real passion for her school and is always striving to develop her school to be forward thinking. She has skilfully led strategies and has given her staff the ownership to develop these strategies so that they suit the school. One of the children that I spoke to, with a high level of need, said that she 'Helps everyone try their best in their own special way!'

The IQM co-ordinator is instrumental in leading the provision for children with SEND and wrote a very comprehensive review document. During my visit I was able to see the work that had been done on their targets and confirm that they had been met. She has an inclusive attitude to learning and supports the staff at Riverside to include all children in learning and school life.

Through my discussions with the school about the progress they have made since the last IQM assessment, and their plans for the future, I am of the opinion that Riverside Primary School should be recommended for 'Flagship' status and be reviewed again in one year's time. The next review will look closely at how the school has continued to interacted with its 'Inclusion Cluster Group' and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Well done Riverside Primary School for being a truly inclusive school, which is forward thinking and innovative in its approach to the curriculum and learning!

Assessor: Mrs Amanda Love

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



The following commentary is a summary of the progress that has been made by the school towards their COE targets for the last year, and what plans they have for the future development of Flagship status.

Progress with their Targets:-

Since last year the school have had some real success with the targets that they set themselves to increase their capacity as an inclusive school and to develop their approaches to Inclusion. There is a teamwork approach to all they do and all staff contribute to the successful implementation of the COE targets.

Element 1

Develop the school's provision for the more able.

The school have made good links with the local Grammar school, Rainham Mark Grammar School, who are part of their trust. During my visit I was able to see some of the more able pupils being taught by a teacher from this school. This is providing these children with the opportunity to have challenge with their learning and be prepared for secondary school. Riverside also take part in a variety of projects that are used to challenge and develop a wide range of skills. These have included the Knex Challenge and the Young Eco-Engineers, that has seen children design and build models and even a go cart and racing it!! Riverside really put in every effort to provide these extra opportunities for their children, and the children that I spoke to really appreciated what their school does for them.

To develop this target for the future the school will create even more opportunities for the more able pupils to work with subject leaders to develop the curriculum.

Element 2

Develop the school's provision for meeting sensory needs both in and out of class.

The school have worked very hard on this target and have successfully developed the use of the Rainbow (Sensory Room) and Foxes Class to provide support for the children that they have with high and complex needs. During my visit I was able to see some of the youngest children using these rooms to access their learning and sensory needs. The rooms are planned and resourced well, and although there was a lot of resources to support the youngest children, other SEN children could use these rooms throughout the day if they need and environment away from the mainstream classroom. The school have invested heavily in a range of other equipment that supports all of the children's sensory needs, including cooking and gardening equipment. Riverside have a fantastic cookery room where all children can learn to cook healthy meals. They have a 'Bio Dome' where they can grow fruit and vegetables which are used in the school canteen. The Dome also houses a variety of plants that are used to support sensory needs with plants that have bright colours, smell and taste differently, and have different textures to their leaves. One of the school's TAs is passionate about the dome and has done a



fantastic job of choosing and obtaining plants that develop the children's awareness of different types of plants and what they are used for. The school also has a variety of outdoor gym equipment that has been chosen to develop collaboration and can be used to support O.T. sessions.

Riverside would like to develop this element further by interlinking interventions to support sensory needs.

Element 3

Increase the take-up of extra-curricular activities by children with SEND.

Riverside have increased the number of clubs that they offer during school hours so that children who have SEND and who come to school via a taxi can attend. This has included a 'Disability Sports club' and a Crochet club. The school reports and increased attendance of SEND children in other clubs such as the choir and Change for Life club.

Element 4

Close gaps in attainment and/or progress for vulnerable groups, including more able, disadvantaged, SEND.

Riverside Primary School use the 'O Track' system to track and monitor the data of children in their school. But as this system is unable to track SEND focused interventions, the school track these using RAG monitoring and TME sheets. They also look at the progress of SEND and disadvantaged groups within Pupil Progress Meetings. They have also developed a Pupil Premium Grant Strategy that uses a costed element to see the impact of the PPG.

Riverside Primary school will continue to adapt and improve their analysis of the data for their vulnerable groups and adjust their provisions to close the attainment gaps.

Element 5

Develop the ways in which we monitor Teaching and Learning in order to share expertise more widely.

Riverside Primary School use a program with their network called 'Blue Sky' and this is used trust wide. It is used to record and support Performance Management for staff and they are able to record their CPD on it as well. It is also used to record monitoring by the SLT.

The school would like to use the Blue Sky system so that subject leaders can record their monitoring and staff can respond to the action points.



Element 6

Ensure the parental voice is fully represented.

The school works hard to work together with its parents. They have introduced a number of initiatives so that parents have a voice and can engage with the school. They have a Parents in Partnership programme that offers a wide range of workshops and coffee mornings and these are well attended by parents. The Friends of Riverside Primary School continue to support the school and organise school events. The school regularly asks their parents for their views and opinions and these show that the parents are fully engaged. When I arrived in the morning I noticed the 'You said... We did...' display that is located in the reception. It was an excellent way for the school to respond to parents and inform them of what they have been doing. The school has also recruited a new parent Governor and he was able to tell me about how the school was performing and the work that the Governors were doing to ensure that the school is challenged and continues to improve. He was very enthusiastic about the school and the work it was doing to support the learning and wider development of the children of Riverside.

The school would like to develop the role of a Parent Champion to further develop its home school links.

Element 7

Develop the knowledge and expertise of the new named Governor for SEND.

The school has worked closely with its new SEND Governor and has ensured that they have had training and awareness of up-to-date policy and practice so that they are able to effectively challenge school procedures. The SEND Governor has attended the SEND coffee mornings and has completed learning walks and has looked at the monitoring and assessment of Special Educational Needs and Disabilities.

Riverside are a part of a Multi Academy Trust and would like to develop this target further by developing its opportunities for working with other Governors from other schools.

Element 8

Continue to raise the school's profile within the community to ensure sustainable intake.

Since starting at the school, it has been the Headteacher's mission to develop the profile of the school in its community. In her time at the school she has also led the Children's Centre and used this to support the parents of the local community to engage in the school and the work it does. In recent times the school has developed its group of 'Riverside Tots' a stay and play session for pre-school children and their parents. They have continued to raise the profile of the school in the community and has an increasing role year on year built on its reputation in the community. The nursery also provides an increased capacity for children in the community and they are now offering two



sessions a day starting in the new academic year. Riverside have also been involved in a number of community projects that support the children's awareness of their local community and how they can support it in a number of ways. This group are called the 'Riverside Rangers' and the children were very enthusiastic about their contributions and the activities that they do to support others. The school is also taking part in 'Rainham in Bloom' a gardening competition run by the local community.

Flagship Project

Riverside Primary School are passionate that all children leave their school with the life skills that they will need to enter the world as 21st century citizen. They will help them to develop leadership skills, pupil involvement, decision making and action planning. The school intends to involve the pupils in the development of the curriculum so that it will enhance their opportunities for future employment. Below is an outline of their intended actions that will fulfil their project and give them Flagship status.

Project Title: Developing employable skills in children for the 21st century.

For this project the school has a number of steps that they will complete over time to support the implementation of the project over time. These steps include:

- Complete Action Research into Pupil Feedback and Pupil Voice.
- Develop pupil involvement in curriculum development by introducing Pupil Curriculum Leaders.
- Develop the school council's understanding of committees and facilitating change.
- Introduce a Pupil Empowerment Champion.
- Develop a member of staff to be the Pupil Well-being Champion.
- Develop the two Pupil Champion roles to ensure pupil voice is represented in the SDP.

The school will work on the steps over the next year and beyond to develop their Flagship status and have planned a number of actions that will support its implementation and success.

Assessor: Mrs Julie Hughes

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