



2<sup>nd</sup> August 2018

Ms Kim Williams  
Headteacher  
Riverside Primary School  
St Edmund's Way  
Rainham  
Kent  
ME8 8ET

**COE Review Date: 13<sup>th</sup> July 2018**

## **Summary**

Inclusion and integration go hand in hand at Riverside and it is a pleasure to see. The school is funded by the local authority for 14 pupils to receive support for ASD and 4 for Visual Impairment, but there is no physical unit, instead the children are fully integrated into their mainstream classes. Riverside ensures that these pupils receive the supported needed by: training all staff, being consistent in their methods and carefully resourcing each classroom according to the needs of the pupils within it. Despite a large number of EHCPs there is very little 1:1 support, the ethos of the school being that every staff member is responsible for the learning and wellbeing of every pupil and with an emphasis on ensuring that the pupils become independent learners.

The school is well supported by an active governing body who are kept informed on inclusion within the school. There are regular book looks and lesson observations. A discussion with the SEND governor showed good knowledge of the role of the school as an IQM Centre of Excellence. Each class has a governor who visits and takes a specific interest in their class, its curriculum and the work the children do. Each September the vision of the school is reflected on by all stakeholders. A recent skills audit showed the governing body was a good mix of experience and knowledge.

The Inclusion Manager is very knowledgeable in her subject and clearly dedicated to ensuring that all of the pupils at Riverside have the best experience of education. The Headteacher describes her as an “amazing inclusion manager.”

The Family Liaison Officer was previously the Children's Centre Lead and so brings with her a wealth of knowledge of agencies and interventions. She offers a variety of formal and more informal work with children and their families including the 8-12-week programme of emotional 1<sup>st</sup> aid and the listening ear. She is always available to speak to and regularly sends out a newsletter to parents explaining her work and advertising sessions. She is also available for chats at parents' evenings. The FLO and the Inclusion Manager share an office which means there is excellent communication between them.

### **AWARD OFFICES**

**Inclusion Quality Mark Award**  
Ling House  
173 Slieveboy Road  
Claudy  
BT47 4AS  
United Kingdom

### **CONTACT**

**Tel. 028 7127 7857**  
Fax. 028 7127 7856  
info@iqmaward.com  
www.iqmaward.com

**Company Registration No.**  
07748285

**Company Registered Address:**  
Inclusion Quality Mark (UK) Ltd  
Grove House Lutyens Close  
Chineham  
Basingstoke  
Hampshire  
RG24 8AG

Parents play an important role in the life of Riverside. A Parent's Forum targets parents for their opinions on school issues such as healthy packed lunches. The school encourages parents of pupils with ASD to take further help from support groups within Medway and one parent is now running a group herself. The parents and visitors book is full of lovely comments about activities and shows that they have enjoyed. Parents say that communication between them and the school is excellent. The head teacher is on the gate each morning and knows every child by name. Parents describe her as "amazing" and cited the time when she made breakfast for the year 6 pupils during SATs week. A parent of a higher achieving child detailed the extra support that her daughter had received in order to gain a place at the local grammar school, whilst a parent of a child with speech and language needs explained how the school had encouraged her to use the same systems and language at home as they did at school and how this consistency was working with her son. They all felt listened to. There is also an active PTA made up of a core group who encourage other parents to volunteer for specific occasions. It meets informally on a weekly basis and brings in some well needed funds for the school.

The school environment is vibrant and displays show the importance of hard work. There are *We are Masters* boards for every subject, showing particularly great pieces of work from all year groups. Every classroom has the values words displayed, along with other school rules including the 5s rule for lining up: straight, still, silent, smart and smiling! There are also photographs of the attached governor in each class. The Foxes room is set up as a break out classroom for those children with a diagnosis of ASD, who need to spend some time out of their classroom, and the large sensory room is timetabled throughout the day for intervention, but open to all at lunchtime. A fully fitted children's kitchen is well utilised.

A learning walk through the school demonstrated a calm environment. Children are taught that although there are times for fun and being loud, when they are working they must do so quietly. This particularly helps some of the pupils with EHCPs.

The staff feel very well supported by the Headteacher and the senior leadership team. They appreciate the amount of CPD on offer to them and feel that if they have an idea or an interest, they are able to follow it through. They feel that the school is extremely inclusive and gave the example of a child who was transitioning to a secondary special school being given opportunity to meet with an ex pupil who also attends the school. Support staff said, "Every single member of staff understands every single child." They also feel that there is an emphasis on every child understanding every other child and there are many opportunities for pupils to speak to one another about their needs or diagnoses.

There is a real family feel at Riverside. At the end of lunchtime, the children start to walk around their large playground, part of the mile a day walk, their teachers come and join them and, on a Friday, instead of going straight back to class, the whole school, including the staff, dance on the playground. Everybody clearly enjoys this.

Riverside takes inclusion to a whole new level. Their ability to integrate children with serious difficulties into a mainstream setting is second to none. They are forward thinking with their constant research and practises, including their therapy dog. Children and staff show care and responsibility for one another. The school is warm, calm and welcoming.

The staff at Riverside are continually striving to improve and extend their inclusive practise. They have an excellent reputation for Inclusion within their borough and are keen to share their great practice with others. During the past year the school team have worked hard to meet their COE targets and Riverside deserves to hold the title of Centre of Excellence.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its COE status.

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



.....

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



## Sources or data:-

- Headteacher.
- Inclusion Manager.
- Senior leaders, teachers and TAs.
- Governor.
- Family Liaison Officer.
- Mentor.
- Parents.
- A learning walk through the school with the Inclusion Manager.
- An observation of an assembly.
- Observation of an assisted animal therapy session.
- Scrutiny of the relevant paperwork including IQM COE paperwork, as well as policies and plans which are available on the school website.

## Assessor's Commentary on Main Sections in IQM COE action plans:-

### **Element 1 - The Inclusion Values and Practice of the School**

Develop staff expertise through CPD opportunities to enable us to reduce cost of bought-in interventions/support.

- Staff development is given a high priority at Riverside. Every year one inset day is given for the whole staff to visit other schools in order to enhance their own practice. All staff have received ASD training at level 3 and this links with their ethos of everybody being responsible for every child. Staff have also been trained in sensory circuits, speech and language and assisted animal play therapy. Riverside will often train one member of staff who is then responsible for sharing this information and experience across the school.
- There is an expectation that all staff will want to improve their knowledge to benefit their pupils. The Inclusion manager is about to start an MA and has recently had training on PDA and her knowledge in this area has already been called upon by a local school.
- Next term one HLTA will be trained and work as an ELSA.

Further develop the way in which we share inclusive practice with other schools.

- The staff at Riverside are keen to share their skills and knowledge. They have offered outreach support and assistance at other schools looking to support their own pupils with ASD. The research that was done prior to the setting up of their assisted animal play therapy has also been shared with other schools and the staff at Riverside are currently supporting two local schools who are planning to do the same.

### **Element 2 - The Learning Environment, Resources and ICT**



Develop resourcing for specific areas of need.

- Good resourcing is central to the successful integration of pupils with ASD at Riverside. These pupils have areas in the classroom set up to meet their needs and they are trained to use the resources correctly. In one classroom for example, a child with ASD had a desk, chair and partition on wheels, this allowed him to have a space of his own if he needed it. All classrooms are equipped with visual timetables, wobble cushions etc.
- A child with a visual impairment was using up-to-date technology to ensure that she could access the curriculum. The school has recently bought a VI pen reader which allows the pupil to access her teacher's marking.

### **Element 3 - Learner Attitudes, Values and Personal Development**

Enhance our focus on emotional wellbeing and the named values of Riverside.

- The school has a values led approach. The children are familiar with the 7 key values which form the Riverside Attitude. An award ceremony has been established to recognise children who have demonstrated outstanding Riverside Attitude. These are linked to their value words. Assemblies are also used to praise and reward pupils for great work and excellent behaviour. At one assembly children who had behaved well in the lunch hall, demonstrating good manners etc were invited to join the Headteacher at "The Captain's Table." There was great excitement when the winners were announced. The school behaviour policy and class DoJo points are also linked closely to the school values.
- The FLO is constantly developing her programme and is now offering emotional first aid and bereavement counselling. The therapy dog is a huge part of school life. Riverside is also part of the Medway, "School's Health and Wellbeing" programme.

### **Element 4 - Learner Progress and Impact on Learning**

Raise attainment at the end of Key Stage 1 and 2 so that it is at least in line with National.

- The children at Riverside performed well in the 2018 KS2 tests and are broadly in line with the national. The school has been working on the maths mastery approach and feel that this has had a positive effect on the progress of their pupils in years 2 and 3 and they are ready to move it into year 4.
- Riverside now use O track as their main data system and all staff have been trained to use it. They feel that it allows them to track the gaps in learning more easily than their previous system.
- PPG pupils are monitored closely and interventions added if necessary. TAs also take part in assessment meetings and are aware of the assessment process.



- Riverside use O Track to monitor progress within the foundation subjects as well as the core curriculum.
- At the end of each year the class teachers are required to write a pack about their class with all of the details that the next class teacher will need. This aids a smooth transition.

### **Element 5 - Learning and Teaching ( Monitoring)**

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

- CPD within the MAT involves research programmes and both the maths and literacy coordinators have undertaken research in order to help raise standards at Riverside. The literacy coordinator had recently completed a boys spelling project. Sixth formers from a local grammar school met with several boys who were finding spelling difficult. They chatted about their interests and the older boys designed a project for their younger partner based on their interests but all linked to spelling. The results were excellent. There was a clear improvement which has continued even after the project ended.
- The maths coordinator at Riverside is a Maths Mastery Development Lead, supporting both Riverside and other local primary schools.
- Along with other schools in the MAT, Riverside is beginning to use the Blue-Sky system as a way of giving staff ownership of their own appraisal and development.

### **Element 6 - Parents, Carers and Guardians**

Develop the ways in which we support parental involvement with children's learning.

- Parents are welcomed at Riverside. This year support and learning groups were set up for parents run by a mixture of school staff and external providers, such as the school nurse. Parents enjoyed these courses and meetings.
- Parents are invited to shows and assemblies and more recently to a whole-school dancing session.
- Riverside is keen for parents to help out in the classrooms and is always on the lookout for new parent volunteers. Many coffee mornings are held to encourage parents to come into school. Regular exhibitions of the pupils work are also popular.

### **Element 7 - Governing Body and Management: - External Accountability/Support**

Develop a structure of sustainable governance (succession planning).

- Riverside has an active governing body. The vice chair holds the title *Medway Governor of the Year*. They clearly work closely with the Headteacher, not only meeting regularly with her but also attending leadership courses as a team.



- The governing body consists of a mixture of longer serving and new members. All are well trained and linked to an area of the school e.g. SEND as well as a class. They are given regular updates on Inclusion and there is an understanding that they will visit regularly.

### **Element 8 - The School in the Community – How this supports Inclusion**

Continue to raise the school's profile within the community.

- Parents believe that the profile of the school within the local community has been raised greatly in recent years and projects such as *The Riverside Rangers*, has helped with this. There has been an initiative to ensure that the neighbours of the school feel respected by the children. In one instance local residents were given pots of daffodils by the children. The children also take part in litter picking and shopping packing mornings as well as inviting local residents in to school to enjoy their singing.
- A new initiative has been *Riverside Tots* which has established relationships with new families who would previously have used the children's centre.
- A growing number of pupils shows the rise in popularity of Riverside which is due to open its first two form entry year group in September 2018.

**Assessor: Jo Hussey**

**Review Date: 13<sup>th</sup> July 2018**