

Riverside Bridge
 Feedback from first external evaluation
 Jason Hughes
 14.11.18

Behaviour and welfare	Teaching and learning	Leadership and management
Positive Developments and Progress since last inspection	Positive Developments and Progress since last inspection	Positive Developments and Progress since last inspection
<p>Breaktimes and lunch-times have been altered to support transitions and ensure behaviour improvements</p> <p>The routes to and from the playground have been significantly altered and are now managed well</p> <p>Behaviour RAG rating data shows the number of pupils who have been involved in a behaviour incident has reduced since its inception at the beginning of October.</p> <p>The school ensures that pupils, for whom the school cannot meet their needs, including those with significant wave 4 behaviours, are placed in appropriate supportive institutions.</p> <p>Safe rooms for pupils in crisis have been created both within the classroom and at the end of each corridor, logs are kept</p> <p>Leaders are being trained to deliver team teach training so that new staff can quickly support pupils needs</p>	<p>Several pupils were accessing their writing, completing whole words, others were being prepared well for their cursive writing.</p> <p>Key working pods and calming rooms are successfully used for the most vulnerable.</p> <p>Supply staff were able to quickly learn about pupils' needs through the displayed 'all about me' grids</p> <p>Where teaching and learning is strong is when accurate planning and behaviour management is seen:</p> <p>Appropriate warm up, Makaton used to support all activities and to keep pupils on task. Reluctant pupil is supported, and teacher has an excellent grip on the lesson they continually understand the needs of pupils and use assessment to aid learning.</p> <p>Individual tasks were appropriate to pupil's ability</p>	<p>Partnership Learning Trust is highly supportive of School leaders and has invested heavily in improving outcomes for pupils at Riverside Bridge School</p> <p>The post OFSTED action plan is accurate, detailed and provides a clear path to school improvement, senior leaders review actions well. The plan is used well and informs weekly actions. It has been reviewed and moderated and is ready to be shared with relevant staff.</p> <p>The new members of SLT and revamped structure has the capacity to improve outcomes for pupils.</p> <p>Improvements in the management of Human Resources. HR now have an accurate set of absence data with plans to improve attendance levels.</p> <p>Some staff have been trained at Trinity. This is having a positive effect at Bridge. These members of staff were observed to be accurately supporting the needs of pupils in the classroom.</p>

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<p>Key working pods are used for teaching and learning for the most vulnerable, behaviour is managed well through appropriate support.</p> <p>The removal of the mound in the playground is an example of a reflective and proactive SLT</p> <p>Behaviour issues are analysed, and patterns are drawn out.</p> <p>Attendance rates are in line with similar schools locally.</p>	<p>Adults in some classrooms know their pupils extremely well and when asked, could tell me pupils' individual strengths and weaknesses.</p>	<p>CPD identification is a strength. A staff matrix based on identified need, informed through lesson observations and generic school needs, including: Imminent training on CPD Autism awareness and structured teaching</p> <p>No qualifying complaints</p> <p>Since September 2018 the school has invested in 2 x SALT, for 4 days a week in total.</p> <p>EHC reviews are timetabled and have been revamped. Leaders have altered the programme to ensure all professionals can attend. Leaders have been trained in leading EHC Reviews through observing similar schools' reviews.</p> <p>Phase leaders jointly plan with teachers. Plans are submitted and routinely reviewed</p> <p>Leaders have moderated baselines, there is an assessment timetable/calendar in place.</p> <p>Barking and Dagenham college have discussed destinations with key stage 4 pupils</p> <p>Accurate and comprehensive risk assessments are in place covering; physical areas of the school, the teaching, progress and learning of pupils</p>
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