



PARTNERSHIP LEARNING
RIVERSIDE BRIDGE SCHOOL

Excellence for All



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Dear Parents/Carers,

Welcome to the first of my journals for everyone at Riverside Bridge School. As everyone knows, Riverside Bridge is working hard to rapidly improve all areas of school life.

It was great to meet with parents, Carron Beckwith and Manira Sharif, last week-they were very honest and shared that our families remain very concerned by the Ofsted report. They felt it would help if I shared some regular updates of progress via this journal. Going forward, they will be setting monthly dates for combined coffee mornings and parent forums which myself and/ or the new Head, Mrs Cerri, will be attending.

We welcomed an experienced special school consultant for a return visit today-his job was to see if we are making progress towards our goal of being judged Good by OFSTED. The day ran like a one-day OFSTED visit. I am so pleased to tell you that he could see improvements in all areas. The following words are from his brief report:

Great to see the transformation in behaviour at the school. Everyone is working towards supporting pupils and that has made a real difference.

He could also see improvements in teaching and learning, and leadership and management.

In terms of safeguarding, Mrs Cerri invited the Local Authority Designated Officer to evaluate our systems 2 weeks' ago. He felt that the systems are greatly improved and fit for purpose, which is testament to Mrs Cerri's hard work.

Our Behaviour team is developing skills in planning interventions for children with complex behaviours; we have now appointed a behaviour consultant to lead on this and she will be training at Trinity School in the coming weeks. We have a number of examples of where we have already improved outcomes for children in crisis.

Assessment systems have gone through a period of radical improvement in the last 3 weeks, thanks to our Deputy Head, Ms Amri, and all the Assistant Headteachers and teachers who have worked so hard with her. We now feel we are much closer to a true picture of the children's current levels and rates of progress.