

Riverside Primary School

Renwick Road, Barking IG11 0FU

Inspection dates

11–12 July 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- School leaders and governors are ambitious for the school's future. As a team, they work together well to ensure that the school is successful.
- Since her appointment, the headteacher has improved the school's performance. She has earned the respect of all members of the school community.
- As this is a small school, leaders have had to take on extra responsibilities. They do this willingly but know they need to build further capacity in leadership and management as the school continues to grow.
- The quality of teaching and learning is good. Teachers and staff have high aspirations for their pupils. They provide appropriate levels of challenge for pupils of all abilities.
- Phonics teaching is strong. Teachers use a consistent approach to develop pupils' reading and writing skills. As a result, a high proportion of pupils reach the expected standard in the Year 1 phonics screening check.
- Pupils' overall progress and attainment are good by the end of key stage 1 in reading, writing and mathematics. However, disadvantaged pupils do not make consistently strong progress. The pupil premium funding is not used as well as it could be to support individual pupils.
- Spiritual, moral, social and cultural development is promoted well across the school. Pupils learn to respect and appreciate differences between themselves and other people.
- Teachers plan interesting and challenging lessons. They know their pupils well and tailor activities to suit their abilities and needs, including for pupils who have special educational needs (SEN) and/or disabilities.
- Parents and carers are pleased with the quality of education, care and support their children receive.
- Pupils are welcoming and typically well mannered. They know the importance of school rules and want to do their best.
- The early years provision is good. Children receive high-quality teaching from skilled staff. The proportion reaching a good level of development is in line with the national average.
- The environment in the early years is purposeful and stimulating. Leaders recognise that the outdoor provision does not support children's physical development as well as other areas of learning.

Full report

What does the school need to do to improve further?

- Ensure that leaders and staff, including governors, have sufficient training opportunities to develop the capacity to improve the school further as it continues to expand.
- Use pupil premium funding more precisely to ensure that provision is personalised to pupils' individual needs so that they make consistently good progress.
- Provide children in the early years with more opportunities to improve their physical development outdoors.

Inspection judgements

Effectiveness of leadership and management

Good

- The school had a rocky start in its first year of operation. The current headteacher has taken effective action to improve standards across the school since her appointment in 2016. She is the lynchpin of the school and has not shied away from the challenges of leading and managing a new school. The headteacher has had to take on many responsibilities within the school and she has handled this well.
- The headteacher is well supported by two recently appointed senior leaders. Together, they have identified the key priorities for the school and put plans in place to address them. Leaders review and evaluate their actions regularly to ensure that these are having the required impact. Leaders are ambitious and committed to pursuing the school's motto of 'Excellence for all'.
- The school believes in the importance of professional development for all staff and is keen to develop leadership and management skills. This will help as the school and staffing expand. Leaders are aware that staff need to develop their skills so that they are well equipped to deal with the challenges ahead, such as establishing strong key stage 2 provision.
- Leaders are focused on securing high-quality teaching and learning across the school. Most teaching staff are relatively new to the profession. They appreciate the emphasis that leaders put on their development, and value the 'open-door' approach from leaders. Staff have many opportunities to observe good practice and learn from experienced teachers through the well-established links with other local schools and schools within the trust.
- The quality of teaching and learning is closely monitored through regular lesson observations and book scrutinies. Targets are set and reviewed to ensure that teachers know what they need to do to improve their practice. Leaders have taken decisive action to eradicate any weak teaching.
- The rich and varied curriculum allows pupils to study a range of subjects. Most of these are taught through a topic-based curriculum, and leaders ensure that skills and knowledge are covered well. Topics are well planned and spark pupils' imagination. The curriculum is enhanced by a variety of trips and events which are linked to pupils' work, such as visits to London museums and local places of interest.
- The school places a strong focus on promoting pupils' spiritual, moral, social and cultural education. The learning environment reflects this and is filled with pupils' work inspired by their learning, such as visits to a gurdwara, charity events and celebrating the diversity of pupils' backgrounds. Activities such as 'Multicultural day' and 'Language of the month' help pupils to recognise and appreciate differences between people.
- Leaders work diligently to ensure that pupils who have SEN and/or disabilities make good progress from their starting points. They make effective use of the in-house therapists to identify pupils' needs at an early stage, and intervene as necessary, using additional funding well to support pupils. Parents are positive about the support their children receive and are given strategies to help them support their child at home.

- The primary sport premium funding is used well to enhance the provision for physical education and extra-curricular activities. Pupils have opportunities to try out new sports, such as fencing and archery. School clubs change on a regular basis, and staff attend specialist training so that they can run these clubs effectively. Funding has also been used to fund visits for all pupils to a local swimming pool.
- Parents are extremely supportive of the school. The vast majority of those who spoke to inspectors or who responded to the online survey responded very positively. They feel confident that leaders listen to them and are doing their best for the pupils. Parents value the regular coffee mornings and events that help them to communicate with staff, and voice any concerns they may have.
- The pupil premium funding is used to improve the overall quality of teaching and learning in the school, such as additional support in lessons and intervention groups. The proportion of pupils eligible for this funding is high in relation to the small size of the school. However, disadvantaged pupils are not performing as well as other pupils nationally in reading, writing and mathematics. Leaders are starting to address this but more work needs to be done.

Governance of the school

- The local governing body shares the school leaders' ambitious vision for the school. Supported by the trust, governors strengthen the school leadership team by providing valuable guidance. Governors and trustees have ensured that the school's performance is routinely scrutinised by external consultants. This means that they have a clear understanding of the school's strengths and weaknesses. Governors have been instrumental in securing the right leaders to take the school forward and have made sure that the headteacher receives appropriate support from experienced professionals.
- Governors have the necessary expertise and knowledge to carry out their roles effectively. They have undertaken training, including in safeguarding, to further improve their skills.
- Governors receive detailed information from school leaders, which helps them to challenge leaders, particularly with regard to school targets and pupils' outcomes. Governors do not always ask challenging questions on some aspects of the school, particularly on pupil premium funding and how it is used to support disadvantaged pupils.

Safeguarding

- The arrangements for safeguarding are effective. The school site is secure and all adults who visit the school are carefully checked. Pre-recruitment checks on the suitability of staff are thorough.
- Staff have a good awareness of safeguarding issues and talk with confidence, for example, about possible symptoms of neglect, radicalisation and female genital mutilation.

- Staff follow school procedures for recording and passing on concerns about pupils' welfare. Leaders seek advice as necessary and work with external agencies to ensure that pupils receive the help and support they need.
- Parents are secure in the knowledge that their children are safe and well cared for at school. Pupils know that their teachers have their best interests at heart. As one pupil said, 'My teachers make me feel really safe all the time.'
- The school offers individual support for pupils with emotional and behavioural difficulties. This helps pupils to open up about their behaviour and anxieties to a trusted individual. Pupils can also put any concerns they have in the 'worry box', and they said that teachers help to sort out any problems.

Quality of teaching, learning and assessment

Good

- The standard of teaching and learning in the school is good. Pupils know what is expected of them and strive to meet teachers' high expectations.
- Staff and pupils enjoy strong and positive relationships. Staff know their pupils well and make sure that their achievements, no matter how small, are celebrated.
- Teachers provide clear guidance to pupils so that they understand what they need to do to improve their work. This is particularly evident in pupils' writing. Work shows that pupils can use a variety of styles and techniques to make their writing more sophisticated.
- Whole-school phonics teaching is carefully planned so that activities are tailored for pupils' abilities, regardless of their age. Staff are well trained in the school's consistent approach to teaching phonics. This gives a solid basis to pupils' learning as they move through the school.
- Adults have secure subject knowledge and ensure that pupils understand the subject-specific vocabulary they use. For example, when describing the life cycle of a butterfly, pupils could describe the process of metamorphosis.
- Teachers make good use of different resources to maintain pupils' interest and make their learning meaningful. This is especially notable in science, where pupils get many chances to undertake investigations and carry out practical experiments, such as examining their own teeth with a mirror or creating a bug hotel.
- Teachers and support assistants work effectively together to support pupils who have SEN and/or disabilities. Particularly strong progress is evident in pupils' communication skills where pupils have received targeted support to help them improve their speech and language skills.
- Strong partnership work with other schools, both inside and outside the trust, has contributed well to the quality of assessment. As a result, staff are secure in their judgements of pupils' progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils demonstrate good attitudes to their learning. They try hard with their work and want to please their teachers.
- Pupils say they feel safe and can talk about how they are taught to keep safe, such as through messages in assemblies and through visits from the National Society for the Prevention of Cruelty to Children and a local police officer. Pupils are knowledgeable about basic aspects of e-safety, such as not sharing your log-in details or personal information online.
- Pupils have a good understanding of British values that is appropriate to their age. They know the importance of school rules and showing respect to people. Pupils said that bullying does not happen at school and they believe that everyone is equal.
- In lessons, pupils have many opportunities to work with each other and they do this well. Staff have clearly established routines which pupils follow when they work in pairs or in small groups.
- Pupils like taking on responsibilities, such as class ambassadors and class monitors. In the playground, pupils are proud of the garden they have created and take turns to water the plants.
- The school holds 'transition days' for pupils to get used to their new class. Pupils also enjoy having some lessons in the secondary school, and frequently share their facilities. This helps pupils feel prepared for the next stage of their education.

Behaviour

- Pupils' behaviour is good. Staff know how to engage pupils and maintain good behaviour. As a result, pupils enjoy school and their lessons. They are polite and courteous.
- The 'Stay on Green' behaviour policy is used consistently to reinforce behaviour expectations. If pupils receive a warning, they typically make the right choice and correct their behaviour. Occasional boisterous behaviour is well managed by staff.
- Attendance has steadily improved and is now above the national average. Leaders are relentless in their drive to maintain this. They work with parents so that they understand the importance of their child attending school.

Outcomes for pupils

Good

- Pupils make good progress over time in a range of subjects.
- By the end of key stage 1, pupils have generally made strong progress in reading, writing and mathematics. Attainment in these subjects is also strong for pupils of all abilities.

- The quality of phonics teaching and outcomes have improved because the school has developed a consistent approach to teaching this aspect of literacy. In 2017, the vast majority of pupils achieved the expected standard in the Year 1 phonics screening check.
- Literacy skills are well developed across the curriculum. Pupils use their reading texts as a springboard for writing. For example, work on 'The Bad-Tempered Ladybird' inspired a range of high-quality pieces of writing.
- In mathematics, pupils practise their reasoning skills regularly and apply previously learned knowledge to solve problems. All pupils, including the most able, are suitably challenged to extend their learning.
- Outcomes for pupils who have SEN and/or disabilities are good. Progress is stronger in mathematics and writing, where pupils' progress is similar to that of other pupils. Leaders are working effectively to overcome some pupils' difficulties in speech and language, which often affect their reading.
- Disadvantaged pupils do not achieve as well as other pupils nationally. The differences are starting to diminish in some subject areas but more work is needed to ensure that this particular group of pupils make consistently good progress.

Early years provision

Good

- Leaders have created a welcoming and stimulating environment which caters for all areas of learning. Children are happy and safe in the early years.
- From their relatively low starting points, children make good progress. The proportion of children reaching a good level of development is in line with the national average.
- Leadership in the early years has ensured that the quality of teaching and learning is good and that there is a clear understanding of what makes an effective early years provision.
- Staff plan interesting and exciting activities for children that help them to develop their curiosity and imagination. For example, children use magnifying glasses carefully to look at 'minibeasts' or 'cook' in the kitchen area. Staff direct children to activities carefully as they identify the next steps in their learning.
- There are many opportunities for children to practise their early writing and mathematics skills. Children are able to form letters and numbers increasingly well, and work in books shows strong progress in a range of topics and concepts. Staff are skilled practitioners and use their expertise to make learning effective.
- Children behave well. They take turns at activities, hold doors open for each other and follow staff instructions promptly. Children were frequently observed helping each other to complete tasks. Activities are carried out safely and staff reinforce safety through play. For example, children know that they should wear high-visibility jackets when working in the 'construction' area.
- Staff have built positive relationships with parents. Home visits take place for every child before they join Reception. This is so that families, children and staff to get to

know each other. Parents are invited into school regularly to see their children learning or to help them in class through weekly 'Read with your child' sessions.

- Leaders have gradually developed and improved the outdoor provision. It is not a large area but staff use the space well. However, the environment does not provide sufficient opportunities for children to develop their physical skills.

School details

Unique reference number	142133
Local authority	Barking and Dagenham
Inspection number	10048387

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	Board of trustees
Chair	Peter McPartland
Headteacher	Sarah Kinnaird
Telephone number	020 3946 5888
Website	www.primary.riversidecampus.com
Email address	primary@riverside.bardaglea.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Partnership Learning Trust. It is on the same site as the Riverside Secondary School and the Riverside Bridge School.
- The school opened in September 2015 with one Reception class, and is increasing in size by one class each year. There are currently pupils aged four to seven at the school.
- The headteacher took up post in April 2016.
- The proportion of pupils eligible for pupil premium funding is below the national average, as is the proportion of pupils who have SEN and/or disabilities.
- The proportion of pupils who speak English as an additional language is above average.

Information about this inspection

- Inspectors observed learning in all classes. Most observations were undertaken with the headteacher.
- All leaders met with inspectors to discuss their roles and the impact of their work. A meeting was also held with teaching staff.
- Inspectors met with members of the local governing body, the chief executive officer of the trust and the school improvement adviser.
- The inspection team talked with pupils formally and informally to discuss their learning and views on the school. Inspectors listened to some Year 1 pupils reading.
- Inspectors scrutinised a number of pupils' books across a range of subjects to evaluate progress over time.
- Inspectors reviewed a range of school documents, including the school's self-evaluation, development plans, checks on the quality of teaching and information on pupils' progress. They also examined school records relating to safety and behaviour.
- Inspectors considered the 14 responses to Parent View and information gathered from informal discussions with parents. Inspectors also took into account the seven responses to the staff survey.

Inspection team

Jude Wilson, lead inspector

Her Majesty's Inspector

Robert Greatrex

Ofsted Inspector

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