**About Riverside School**

Riverside School is a mixed, non-denominational secondary school with a sixth form. It is an academy located in Barking, Greater London.

Riverside opened as a new provision in September 2013, it currently has 1100 students on roll and will eventually grow to a full capacity of 1800 students aged 11-18 by 2021. The school moved to its new £45m state-of-the-art premises in September 2017, including very large 75-95m² classrooms and impressive indoor/outdoor sports facilities.

**Headteacher**

Mr Andrew Roberts

**Values and vision**

Riverside School's motto “excellence for all” emphasises its very high expectations for everyone. Its curriculum is academically rigorous, broad and balanced for all students in all year groups.  This combined with our learning-centred and knowledge-based approach realises our belief in social justice, activating the greatest successes for all learners whatever their prior attainment; whatever their background. The curriculum is meticulously planned to ensure progression is logically sequenced; therefore, cumulatively developing learners’ skills and knowledge over time.

Riverside’s calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically. Riverside’s extra-curricular programme is fundamental to what we desire for our learners - we refer to it as the ‘essential wider curriculum’ (EWC). We pride ourselves on knowing our learners well, thus engineering a curriculum to actuate a wholly inclusive and highly ambitious education for all.

**Ofsted report**

Jan 2019:

‘Very strong leadership is demonstrated in three ways. First, the school’s curriculum model offers a variety of academic and vocational learning programmes. These are matched to pupils’ prior attainment and their specific learning needs. Second, there is a wide range of extra-curricular activities, and personal, social, health and economic (PSHE) education and a civics curriculum. Third, an effective continuing professional development and learning (CPDL) programme incorporates time for teachers to plan and share their ideas about ways to improve their teaching. This is enhancing teachers’ effectiveness and supporting the school’s improvement priorities and pupils’ learning.’

‘Pupils’ academic performance is seen in the higher than national results attained by Year 11 pupils in both 2017 and 2018 in public examinations. Furthermore, the progress of all pupils and different pupil groups, including those who are disadvantaged, is significantly high between Years 7 to 11. This is compared with their peers nationally with similar starting points. This means that pupils’ progress by the end of Year 11 is within the highest 10% of schools nationally.’