

# RIVERSIDE PRIMARY SCHOOL

AN OUTSTANDING SCHOOL



Riverside is quite a large school and is always very busy. We have over 300 pupils here who all achieve very high standards – we are currently one of the top 20 schools nationally and we are very proud of all our pupils.

## Statement Of Intent

Riverside School values each pupil and each member of staff as an individual and as part of the school as a community.

It is committed to policies and practices, which promote equality for the children and adults within the school, so that everyone has the opportunity to achieve his/her full potential.

Our future, as the centre of the community, is not only to educate within the boundaries of curriculum requirements but provide a learning environment that fosters talent and develops our children into knowledgeable, thoughtful members of society.

In order to achieve this goal, our priorities will enhance the curriculum as it stands through the development of enrichment, integration and the promotion of good classroom practice.

Our priorities all have one principal shared outcome – that is to improve and develop teaching and learning in order to impact positively on the

attainment of every pupil and enhance the quality of their educational experience at Riverside School.

Children at Riverside have the opportunity to participate in many extra-curricular activities – we have lots of different after school clubs, such as construction club where we visited the building site near to school and went right to the top floor of the housing block. We needed our hard hats that day!

We also have many visiting specialists who come to school to teach us music, dance and drama. We have worked closely with the Royal Opera House and the Globe Theatre and many of our pupils have performed there.

People who visit our school say the children are well behaved and polite which we always like to hear. Come and see for yourself...

Ofsted found that Riverside is an outstanding school. It meets the needs of its pupils very effectively, so that they are exceptionally well prepared for their future lives. One parent reflected the views of many by saying, ‘The teachers really care about the children being happy as well as doing well academically’. Inspectors endorse this view.





The consultative and focused approach of the headteacher promotes determination and unwavering commitment, throughout the school, to ensure the success of every pupil. Outstanding care, guidance and support, when combined with good teaching and learning and a very well organised flexible curriculum, enables pupils to reach high levels of attainment by the end of Year 6.

Sensitive and focused support helps pupils to feel outstandingly safe and secure while quickly developing a very strong sense of self-belief. The school is rigorous about ensuring that all pupils receive an equal opportunity to achieve well; both of these features are thus outstanding. There are no differences in achievement between any groups of pupils. All pupils feel very safe in school as a result of outstanding care, guidance and support. This promotes outstanding behaviour from all pupils, and a happy and highly inclusive school.

The outstanding curriculum provides opportunities to learn about issues and perspectives important to pupils, sometimes at the request of pupils. The school helps pupils understand, for example, local community tensions and global disparities. An inclusive and reflective ethos within a harmonious



community, where pupils are curious about the world and want to understand its beauty and difficulties, demonstrates their excellent spiritual, moral, social and cultural development. Outstanding partnerships with others enhance the curriculum, pupils' cultural development and the care provided for their individual needs.

Senior leaders, including the governing body, have embedded high ambitions for all pupils in the school, and involved middle leaders in developing and implementing well-planned improvements. Leaders have managed to sustain, for the fourth year in a row, high attainment by the end of Year 6. Attainment by the end of Year 2 is improving steadily and is now broadly in line with the national average. Writing is also a whole-school focus in the drive to help even more pupils reach the very highest levels of attainment. Leaders' commitment to pupils' wider personal development is evident in their outstanding awareness of how to adopt healthy lifestyles.

Since the last inspection, outcomes and the overall effectiveness of the school have improved from good to become outstanding and the school as a whole has moved up a grade boundary. Senior leaders combine clarity of vision with carefully considered actions. They analyse information about pupils' progress and their wider development to identify what could be improved. Their evaluation of school effectiveness is good. Leaders check the quality of teaching but are not yet as tightly focused on checking pupils' learning. While some lessons are outstanding, leaders are ambitious to ensure that more are at this level in the school as a whole. The Early Years Foundation Stage has recently gone through a considerable amount of change and staff are correctly working to make learning as exciting and challenging as possible; this remains a focus of development. Taking all of these different features into account, the school's capacity to improve is good.



Jose Lewis - Headteacher