



11th October 2018

Mrs Amy Roberts
Headteacher
Riversdale Primary School
302A Merton Road
Wandsworth
London
SW18 5JP

Date of Review: 26th September 2018

Summary

Riversdale is a two-form primary school in South London. It has a growing reputation and now has a waiting list for new pupils. A new wing was constructed a couple of years ago adding to the school's facilities. The proportion of pupils receiving support from Pupil Premium is higher than average. Minority ethnic backgrounds is higher than average as is the proportion of pupils who speak English as an additional language. In July 2015 Ofsted judged the school to be 'good' and inspectors stated that the behaviour and safety of pupils is 'outstanding'. Attendance is average and in line with national. The school is responding positively to the changing needs as the local demographics change.

The school achieved the Inclusion Quality Mark - Centre of Excellence in September 2017.

Riversdale is proud that it has made no exclusions in over fifteen years and willingly embraces challenging pupils who may have struggled elsewhere. The daily briefings not only inform staff of what lies ahead that day but alerts them of any challenges that certain children may face. Parents could not speak more highly of the inclusivity of Riversdale. The 'open door' policy is a reality; issues and questions are met with a smile and dealt with immediately. If the Headteacher is not in her office, a child can leave a note and she will get back to them as soon as possible. This allays their anxieties. Parents know and appreciate the fact that they are listened to and their concerns are taken seriously. They are kept constantly informed via Twitter and e-mail and all parties agree that communication at Riversdale is highly effective.

The Governors and staff led by the Headteacher, have somehow ensured that inclusion is the DNA that flows throughout the school. Once a child's needs are known the staff find ways of ensuring they are met. 'It's not about getting the child out; it's about keeping the child in'. Parents are informed of the positive things about their children. Some, who had negative experiences elsewhere, dreaded the phone ringing but now smile and are proud of their child's progress.

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Children are taught that diversity is part of life and those with different cultures, religions and beliefs are embraced and welcomed. Many children have a good understanding of inclusion.

The displays around the school show children succeeding in all aspects of the curriculum and beyond. The arts and PE are used to encourage success. Children's needs are met with a calm approach.

The Headteacher is creative when dealing with the budget. She is proactive and taps into local and national sources of funding. The ASD base has been located here because the Local Authority knew that Riversdale would embrace these children and help integrate them into mainstream education. Although it is only a few weeks old, this is already happening. All staff feel that this is not an 'add-on' but integral to the whole school. The LA SEN advisor said that Riversdale has a great track record of working with challenging pupils. The children have settled very quickly and are enjoying their routines. The staff are trained to quickly identify triggers. One parent said that 'the school has been a 'life safer'. The child's mindset has already changed'. Children with autism are now looking forward to coming into school. All the classes in the school are named after gem stones as are the two classes in the ASD base.

The Headteacher has appointed staff who pick up and run with ideas. She fosters an emotional intelligence which encourages the staff to have a 'can-do' attitude. They are trained to understand that many children feel shame and they know how to approach these children. Staff find the 'To Inform Planning' (TIP) book very useful. They understand the power of speaking positively and its effect on little people. This is a school where individual differences are valued. The school gets the best out of every child by ensuring each gap analysis thoroughly informs their next steps.

Safeguarding procedures are excellent and effective in ensuring children are safe and their concerns are addressed.

Pupils understand that they should respect others. Riversdale is a Rights Respecting School and they appreciate that everybody learns in different ways and have different needs. They know how to help and support each other. One child said, 'others help with my anger'. They know there are safe places where they can go if they feel angry. Some receive play therapy. Learners have high aspirations and know how to get there. They have a School Council and enjoyed the Fiver Challenge which helped raise money for playground equipment.

The SENCo welcomes any strategies to serve the needs of those with SEND. She and her inclusion team model the values that they want children to take into the world. The statements on the website are a reality and the evidence is seen everywhere. All staff now have a bank of resources that they can use to support their children's access to learning. The sensory and soft play rooms will soon be finished offering further support for those with certain needs. This is a highly inclusive school which has been recognised locally.

Having discussed the progress made during the school's first year of being an IQM Centre of Excellence and examining the school's plans for the future I am of the opinion

that the school should continue to hold Centre of Excellence status and be reviewed again in one year's time.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its COE status.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



Sources of data:-

Discussions with the Headteacher, the SENCo, Teachers, Pupils, Learning Support Assistants, TAs, Midday Assistants, Governors and an LEA SEN advisor; an evaluation of the progress and impact of IQM Action Plans, a tour of the school and documentary scrutiny informed the assessment. The school has a thorough action plan for the coming year and has accounted for all the actions undertaken since the original IQM assessment.

In its first Centre of Excellence IQM assessment, the following areas for development were identified: -

- To consider having a focus on those pupils who are gifted and talented so that the community, including the parents, are aware of what is on offer for such pupils.
- To improve the provision of musical instrument lessons within school.
- To continue the effort of improving attendance by offering reward nights for those with 100% attendance.
- To consider helping their parent volunteers to gain a qualification.
- To develop children's use and awareness of the local community and locality.

Progress with targets:-

Since the Centre of Excellence IQM assessment the following actions have been taken:-

- All Gifted and Talented children are identified. Those gifted in sport, science, poetry and maths have accessed additional lessons and activities. The school is now winning things locally which seldom happened in the past. They now have Sports Leaders who organise other children and act as role models. Children have had stories published. A debating club has been set up. There is a strong partnership with Southfields for PE. The school runs Bikeability and everybody runs their daily mile. Money was raised for the Red Cross doing Miles for Refugees. The school offers yoga and chess clubs.
- All children are now offered musical instrument lessons some of which are paid through Pupil Premium funding. The school attends the O2 event at Christmas and the concert at Fairfield Hall in Croydon. There are musical instruments outdoors in the playgrounds for the children to play at breaktime.
- Pupils with 100% attendance have their names put in the newsletter every month. Those with improving attendance receive cinema tickets. At the end of the year those with 100% attendance were given a special workshop from Big Foot. Some pupils (Pupil Premium, SEND or those living a long distance away) are offered free places at the Breakfast Club to encourage good attendance.



- Spoken English lessons have been run by a teacher for parents. Workshops in grammar and online safety have also been run.
- Many projects have been offered and festivals and tournaments attended: Growhampton; Plastic project which involved recycling; garden project at St Barnabas Church; Discovering Education with a speaker from Nike; Boccia; New Age Kurling; Wave Boards; Spooner Boards; Panathlon; Fan Fest at Crystal Palace; Football tournaments; visit to Roehampton University; Thames link project; Netball tournament and a whole school trip to Wandle Park.

Developments for the future:-

- To develop links with elderly folk in the local community, inviting them in and planning visits to where they live. This will encourage children to develop their understanding of the needs of their elderly neighbours. The pupils will be encouraged to ask intelligent questions and appreciate how to hold conversations with their new friends. Retired people may offer many interesting services and have fascinating anecdotes about the past to inform the youngsters and both will mutually gain from this interaction.
- To become a dyslexia friendly school. To ensure all staff are trained to understand how some children find reading so difficult. To reduce the barriers to learning for those who have been diagnosed with dyslexia. To purchase the necessary resources to ensure their learning is maximised.
- To gain the Wandsworth Autism Inclusion Mark. By having this the school will become a centre of excellence and help train local staff from other schools. Now that the school has the ASD base, local teachers and support staff should be able to come and see how those with autism learn and are supported within a mainstream setting.
- To develop the dining room so people can discuss things without needing to shout. It is important that pupils and staff can eat in a relaxed setting. Senior staff could visit other settings which have been identified as offering excellent lunchtime facilities and see how some of these ideas could be incorporated into the dining facilities at Riversdale.

Assessor: Ralph Silverman.

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