



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR RIVERSIDE CHOOOL

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| Name of School: | Riverside |
| Headteacher: | Martin Doyle |
| Hub: | London AP and Special |
| School type: | Community Special |

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| Estimate at this QA Review: | OUTSTANDING |
| Date of this Review: | 24/04/2019 |
| Date of last QA Review: | 20/02/2018 |
| Grade at last Ofsted inspection: | GOOD |
| Date of last Ofsted inspection: | 12/10/2016 |

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

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| School Improvement Strategies | OUTSTANDING |
| Outcomes for Pupils | OUTSTANDING |
| Quality of Teaching, Learning and Assessment | OUTSTANDING |
| Area of Excellence | Not submitted for this review |
| Previously accredited valid Areas of Excellence | Extending provision to develop active independence |
| Overall Estimate | OUTSTANDING |

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

- Riverside is a special school that provides 140 student places. Their ages range from 11-19.
- Students live across Haringey. They have a wide range of moderate, general, complex, severe and profound and multiple learning difficulties (PMLD). Many students also have complex language and communication needs. All students have an education, health and care plan (EHCP).
- The school has a well-established team structure. This enables students to benefit from a bespoke curriculum that is tailored to meet their level of need, independence and learning capacity.
- Each year about two-thirds of the student population has a diagnosis of autism spectrum condition (ASC). The school holds the prestigious NAS (National Autistic Society) Certificate of Quality Autism Provision.
- Other awards include: Artsmark Award, Sportsmark Kitemark, NAACE Computing in Education Award and The International School Award.
- A significant number of students come from minority ethnic backgrounds. The largest groups are Caribbean, African, and any other White background.
- Riverside is co-located with Woodside High mainstream secondary school. The schools link up groups of students for regular shared social and educational events throughout the year.
- The school is outward-facing and actively seeks partnerships with those looking to enhance the life chances of its students. Current partnerships include local businesses, schools and charities where students attend work experience placements. The link with a Slovenian special school enables students to go on residential trips alongside trips in the UK. Other partnerships include after-school and holiday clubs and close links with Tottenham Hotspur Football Club and the National Theatre.

2.1 School Improvement Strategies – Progress from previous review

A headlines page to the School Improvement Plan (SIP) has been produced to synthesise, in a clear format, the main drivers for school improvement.

The SIP has been developed and rewritten to ensure greater clarity around success criteria.

Teaching staff have been more actively engaged in the review of specific key school improvement measures over the cycle of the school year.

Team leaders have driven curriculum development at classroom level. This key development is articulated as an embedded part of team management.

2.2 School improvement Strategies - What Went Well

- In response to an identified need, the local authority commissioned the school in 2018 to add a Team 5 Learning Centre. This caters for 12 students aged 15-19. Because of their particular challenges and specific learning needs, these students had been difficult to place in any other provision. It was also agreed that Team 4, which provides for PMLD students, could remain on the school roll until age 19. This meant that the school could continue to provide the specialist skills required to deliver successful outcomes.
- Team leaders have the autonomy to develop the curriculum, accreditation routes and learning opportunities. As a result, the curriculum offer within each team has been personalised in order to offer support and challenge. For example, the Dance Unfolding programme used in Team 3 (highly complex ASC students), which is student-led and based on an intensive interaction approach, helped the students to be aware of personal space in a highly motivation fashion.
- Senior leaders hold the team leaders to account for the progress students make within their teams. At the same time they provide ongoing support and training for team leaders to develop their own leadership style..
- There is a rigorous appraisal process and professional development programme in place for both teachers and teaching assistants (TAs). This enables staff teams to become skilled and effective in meeting the different learning needs of the students.
- The multi-disciplinary team, comprising of a range of ancillary and support services, educational, physical and medical professionals, meet fortnightly. This helps school staff understand the particular external challenges that many of the students and families face. As a result, impactful support and interventions are put in place to support students and their families.
- The focus on developing communication has been a major priority. There is now a consistent approach across the school in ensuring that individual communication needs are met. The speech and language therapists, along with the specialist teaching assistant, work closely with staff across all teams by modelling strategies and helping to make resources. It is evident that this has had a positive impact on the outcomes achieved by all of the students both in class and in the wider community.
- Leaders have utilised English and mathematics advisers to drive improvement in delivery. This has significantly improved the standard of teaching and learning outcomes for students in Teams 1 and 2.
- Teaching staff have benefitted from aspirational professional development opportunities, including peer support. Staff have developed skills in their teaching of core subjects which has further improved the quality of curriculum delivery. This

is also reflected in the school's own analysis of data which shows a significant improvement in the outcomes achieved by students.

- The school have further developed their 'Extending Provision to Develop Independence' programme, identified as an Area of Excellence at the last review. Equine therapy, sailing, and the Duke of Edinburgh award at Silver level have all been added to the portfolio.

2.2 School Improvement Strategies – Even better if

...the curriculum offer in both the learning centre and in Team 4 was further refined to meet the needs of the 16-19 age range

...parents were more involved with their child's learning through closer engagement with approaches to the learning in their child's team.

3.1 Quality of Teaching and Learning and Assessment – Progress from previous review

Work sampling and marking reviews have been utilised to ensure that teachers are using 'next steps' feedback and the marking stamp to provide students with clarity on required improvements.

Schemes of work have been built in at individual student level, with expectations and challenge in terms of learning continuity.

The marking stamp is used by teachers as an aide memoir and communication method for TA's

Class meetings are used each week to ensure that TAs are focused and are aware of the learning priorities.

3.2 Quality of Teaching and Learning and Assessment - What Went Well

- Across all teams, teaching and learning is characterised by very positive relationships between students and staff, leading to many effective lessons and robust progress.
- Teachers ascertain students' prior learning by effective questioning and are able to plan effectively for their next steps. Visual timetables and other communication strategies enable students to transition successfully between activities.
- Lessons are age appropriate and are often complemented with light-heartedness. In a lesson observed about Shakespeare a student said she was willing to play the part of Juliet so long as there was flirting but no touching. In a team 2 class,

students were learning about the brain using practical resources, such as a melon, to indicate the brain's weight.

- The pace of lessons is effective, through the structure of whole-class teaching breaking into group work. Differentiation is well planned, with groups ably led by TAs.
- Teachers' schemes of work and lesson plans list individual student's needs and levels. This means that personalised learning plans can be delivered within the classroom setting.
- Behaviour for learning is outstanding, with high levels of engagement from students. This was evident in all lessons observed.
- The monitoring of teaching and learning is rigorous. The shift from observing learning rather than teaching during lesson observations and learning walks has reinforced the high expectations that all staff have on the progress that students are able to achieve.
- Planning seen during learning walks was extensive and thorough and ensured that the activities allowed students to make progress in achieving both their academic and non-academic targets.
- A wide range of differentiated communication strategies support all students across the school in engaging in learning opportunities. These are used consistently throughout the school. All staff are well trained in using the different styles of communication. Staff know which communication tools are best suited to use with each student to meet their learning needs.
- Team 3 classes have a very calm and nurturing approach and, as a result, students feel safe.
- Teachers and team leaders take appropriate risks in creating innovative and inspiring learning experiences in lessons. Curriculum planning fully motivates and engages all learners.
- Wider agencies including a range of therapists are used within the curriculum offer to fully support students' physical, emotional and communication needs.

3.3 Quality of Teaching and Learning and Assessment – Even better if

...learning was further improved through the enhancement of student to student communication in lessons.

4. Outcomes for Pupils

- The curriculum offer in each of the teams effectively delivers programmes which support both academic achievement and holistic personal growth. The school's analysis of data shows that the vast majority of the students make expected or

above expected progress from their individual starting points. There is no discernible variation in outcomes based on gender, ethnicity or disadvantage.

- Teams 1-3 (MLD/SLD) cover the school's Progress 8 subjects, all of which are adapted to meet individual student's needs within the teams. Team 4 (PMLD) have four holistic areas of study: communication, cognition, self-care and independence and physical development. In Team 5 (15-19) there are four areas of study; independence skills, in the community, keeping fit and healthy and transition to adult life.
- Students based in Teams 1 and 2 achieve a range of externally accredited functional skills qualifications at entry level 1, 2 and 3. All teams follow ASDAN accredited courses. This demonstrates excellent progress from their starting points on entry to the school.
- Students' progress in both English and science, based on the 2017 analysis, shows a marked improvement across both key stages from the previous year. The school attributes this to teachers implementing strategies and approaches suggested during a rigorous period of professional development.
- The school uses a commercial package to monitor both linear and holistic progress. Teachers record student levels on a weekly basis and use weekly class meetings to review students' progress and plan for the following week's lessons. They continually adapt practice as they respond to meet the evolving needs of students.
- The school is able to evidence progress in a variety of ways. These include video/photographic evidence and samples of work.
- Teachers and TAs have a robust knowledge of students' personal, social and sensory needs that are clearly identified in class communication profiles. This level of personalisation has a significant impact on curriculum design, bespoke learning intentions and successful outcomes.
- Developing communication is pivotal to students' progress. Provision is clearly shared across all staff and professionals. Staff were observed modelling the good use of spoken English and using signing and symbols well. Staff who support non-verbal students were observed being able to 'tune in' and respond to expressions of likes/ dislikes which enabled staff to expertly identify small steps of progress.
- The annual review process is thorough and detailed. It connects directly into the school's holistic and linear perspectives of progress. Targets from EHCPs are embedded into schemes of work and woven into daily lesson plans. TAs are actively involved in recording progress against EHCP targets.
- The school networks with other schools. Teachers, middle leaders and senior leaders moderate levels and level descriptors. This helps to ensure that judgements across the network are accurate.



5. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Riverside is a very active member of their hub and do not require any additional support at this time.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.