



## Annual Evaluation for the IQM Flagship Project



**School:** Riversdale Primary School  
302a Merton Road  
London  
SW18 5JP

**Head/Principal:** Ms Amy Roberts

**IQM Lead:** Ms Amy Roberts and Ms Carla Myrie

**Date of Review:** 30<sup>th</sup> September 2021

**Assessor:** Patricia Wood

### **IQM Cluster Programme**

**Cluster Group:** Shell

**Ambassador:** Pat Wood

**Date of Next Meeting:** 24<sup>th</sup> November 2021

**Next Cluster Group Meeting Focus:** Behaviour Policy and restorative approaches

### **Sources of Evidence during IQM Review Day:**

#### **Online Discussions with:**

- Headteacher, Deputy Headteacher/Inclusion Lead and Assistant Headteacher/SEND CO.
- Teaching staff, including ASD Base SEND CO.
- Teaching Assistants.
- Pupils.
- Link Governor for SEND and Literacy.
- Parents with children in the ASD base and mainstream classes.

#### **Additional Activities:**

- Virtual video tour of the school.



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### Evaluation of Annual Progress towards the Flagship Project

The school's progress from the previous year is based on the project focus:

'How best to remove barriers which prevent pupils from ASD/SCN base from attending and participating in their mainstream classes.'

Consideration must be given to the extraordinary circumstances that the country has experienced, due to the pandemic, in terms of progress with this project. The school has continued to conduct exceptional work, particularly in the area of inclusion, during these challenging times.

Throughout the pandemic all children in the ASD provision interacted with the learning provided. When the base children fully returned to school, they began individualised work with pupils and staff. This resulted in small successes which are being used as examples of successful approaches for future work. The impact of this work has resulted in children participating in assessment testing with their peers in mainstream classes. Three pupils have successfully transitioned to specialist secondary schools.

The school has 'realistic but aspirational' expectations for all pupils. In terms of integrating pupils from the base into mainstream classrooms, meetings were held with teachers and training provided for teachers and teaching assistants. Members of the SLT conducted research to expand their knowledge about inclusive settings and best practice. The school also met with parents. Children from the base began integrating for a small percentage of the day, such as for 15 minutes. 50% of children successfully integrated into mainstream classrooms permanently for periods of the day and 40% partially attended lessons. There were a few pupils who were unable to visit their mainstream class, as this was felt inappropriate for them, due to their extreme needs. The school sought advice and considered evidence-based information on working with non-verbal children. The school took the decision to convert one of the rooms in the school into a classroom for these pupils, setting up a new EYFS class to meet their needs.

Coffee mornings for parents at the school included parents from the base and children from the base have subsequently been invited to the parties of their mainstream peers. Children went on trips with their mainstream class and one pupil attended the year 6 residential trip in East Sussex. Two pupils participated in the internal SATs testing, scoring the highest grades.

Staff from the ASD base attend phase meetings with mainstream staff, in order to share good practice and mainstream staff have moved into base classes. Base class teachers have now gained experience of each base class. Members of SLT cover and support in base classes.

Staff and pupil wellbeing has been a major focus for the school throughout the last year and will continue to be so. The school has developed a wellbeing strategy, ensuring that it is well suited to the needs of their pupils and extended wellbeing support. One of the new teachers has become a wellbeing champion for children.



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During the academic year 2020-2021 the school supported their partnership schools in the local area with outreach work, together with initiating relationships with schools across the world.

### **Agreed Actions for the Next Steps in the Flagship Project**

Due to the restrictions caused by the pandemic, the school has decided to continue with the original project for the forthcoming year. They aim to continue to maintain and build upon the excellent reputation that the school is developing with parents and across the local authority, in terms of their inclusive practice, in both the mainstream and the ASD provision.

The school is now oversubscribed for admission to their EYFS. There is also an increase in numbers of ASD pupils across the ASD classrooms, particularly in the early years and ASD pupils spending time in their mainstream classrooms.

The school reported that over the last 3 years not all pupils admitted to the school were accessing lessons prior to their admission to Riversdale, particularly in the early stages of their education. The aim of the project is to continue to explore the initial reluctance of mainstream staff to accommodate base children in their classes. They consider the information found will allow them to interpret the difficulties and find ways to reduce and overcome these barriers. This will then help to provide more opportunities for SEN/ASD pupils in mainstream schools.

### **Next steps as discussed during the Flagship Review are:**

#### **To promote staff wellbeing.**

Staff and pupil wellbeing is a priority for the school. Staff throughout the school already feel very well listened to and supported and appreciate the efforts that the school makes in terms of fostering their wellbeing. This includes allowing staff to conduct their PPA non-contact time at home. The government has recently published an 'Education Staff Wellbeing Charter' in order to support the mental health and wellbeing of all those staff who work in education. The school plans to implement this charter and this academic year they will develop a role lead in this area. They will encourage staff to use the Employee Assistance Programme, where required. They will also continue to develop the ability of staff to manage the demands of teaching pupils with complex SEND, through training and support.

#### **To develop a post for someone new to teaching.**

The school has employed a ECT (Early Careers Teacher), a lead teacher in the base provision. Whilst undertaking the ECT programme he is being well supported and mentored by senior members of staff. The school plans for him to visit and develop partnerships with other similar settings and collaborate effectively with staff, pupils and parents.



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### **To continue to develop the ability to manage the demands of teaching pupils with complex SEND**

The school employ two full time SENDCO's, one of whom is responsible for the base provision and the other for the mainstream provision. Both these roles will be developed, with the mainstream SENDCO being non-class based and the Head of base being released from class for one day per week. The school adopts a research-led approach to CPD, particularly through the National College. Training opportunities will be provided for staff, including visits to other schools and providers. The school will increase the support of specialists from one day to two days.

### **To expand the provision for SEND pupils within the LA.**

In September 2021, the school opened a EYFS classroom for ASD pupils. This academic year the Deputy Headteacher and mainstream SENDCO will be team teaching in the ASD Base. They will support the Head of base with integration into the mainstream classrooms. The school will extend the occupational therapy and speech and language therapy provision across the three base classes.

Also discussed was:

- Using the IQM Flagship Project, with all the work that the school is carrying out in terms of including pupils from their ASD Base in mainstream classrooms, as an action research project. This excellent practice could then be published and shared widely across schools.

The school may also wish to consider:

- Further supporting staff and pupil wellbeing and mental health through participation in Mentally Healthy Schools – [www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk).
- As the school re-introduces parental workshops and involvement following the pandemic, they could investigate implementing some different approaches used in schools, such as the 'Cafes for All approach' – [www.cafesforall.org.uk](http://www.cafesforall.org.uk)

### **The Impact of the Cluster Group**

The school values the opportunity to be part of a cluster group and to share expertise. The SENDCO attended the virtual cluster group meeting in May 2021, where cluster group members shared their flagship projects and action research. She appreciated developing links with other schools and disseminating research carried out by the Riversdale resource base SENDCO. She was unable to attend the meeting in July but understands that any member of staff may attend if she is unable to. Riversdale has kindly offered to host the Shell cluster group meeting in the summer term 2022.



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### Overview

Riversdale Primary School is a truly inclusive, two-form entry, culturally diverse primary school, situated in Wandsworth, southwest London. The school has approximately 367 pupils on roll aged from 3 to 11 years. The percentage of pupils eligible for pupil premium, who speak English as an additional language and with SEND is higher than the national average. The school experience high mobility of pupils in every year group, but individual pupils at Riversdale Primary School make good progress and achieve well through their time at the school.

In September 2018 Wandsworth opened its newest ASD primary resource base at the school and the base now has three classes for EYFS (Little Gems), KS1 (Gems 1) and KS2 (Gems 2). Currently 23 pupils attend this provision.

Riversdale Primary School is a Flagship School for the Inclusion Quality Mark. During the short Ofsted inspection in July 2019, the inspector reported: 'Your vision for the school is based on inclusion. Leaders have created an environment where every child matters;' adding that the school has an 'unrelenting inclusive school ethos.'

It is a true testament to the inclusive nature of the school, that the Headteacher could tell me that: 'We've been successful with every child that's been excluded from another school.'

A Headteacher from another school is soon to visit Riversdale to look at how the school so successfully includes pupils, previously excluded from other schools.

The Headteacher and staff share a passion for meeting the needs of all pupils. The school values are respect, independence, value, entrust, reflect, share, democracy, aspire, love and empathy. The Deputy Headteacher stated that; "We embody our values. We reflect the community in our staff make-up."

As a rights' respecting school, they believe strongly in mutual respect for all members of the community 'be that local, national or global.' The school song, expresses the school ethos, 'which is rooted in British Values and our belief in respecting the rights of children.'

The school works hard to overcome any barriers to learning that the pupils might have in order that they can achieve success. The ethos of the school is centred around the belief that every child should be enabled to progress and achieve and that teaching and learning opportunities need to be provided and adapted in order to meet the needs of the pupils. The Headteacher leads inclusion but every member of SLT makes sure they enhance Inclusion. All families are met at the entrances to the rebuilding by SLT and in KS1 an additional member of staff to help with the transitions.



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The school has a learning mentor and play therapist and works effectively with a range of external agencies, such as speech and language (SALT) and occupational therapists (OT). A SALT visits the base children once per week, with an OT visiting three times a week. The school has several therapeutic spaces, including 2 soft play areas, a sensory room and two play therapy rooms. The school also has a KS1 swimming pool, a dedicated computer room with laptops and tablets and a newly refurbished stage, with lighting and sound.

Pupil progress meetings are held on a half-termly basis and the school successfully runs a range of impact driven, targeted interventions for pupils, including explore and talk, colourful semantics, seeing red, circle of friends, bucket time and sensory circuits.

The curriculum at Riversdale Primary is 'balanced, broad and inclusive.' Tailored to reflect the diversity of the school community, it is reviewed annually and is 'very live.' Key drivers for the curriculum are the four school themes of migration, civil rights, heritage and conservation, developing Riversdale' pupils to become global citizens.

The curriculum is further enhanced through an enrichment curriculum, where the school provides a number of enrichment weeks, trips and visits. The school also offer a range of sporting and other after school clubs, available to all children. In addition, they deliver a wraparound care package, including a breakfast club, after school care programme and 'Off the Grid' holiday childcare package, which runs during specified holidays, including the summer. Year 6 experience a residential trip to East Sussex and other school trips includes visits to places such as Littlehampton, Kew Gardens and the science museum. Visitors in school have included bringing in farm animals and pupils really enjoyed meeting the author Michael Rosen online.

The school employs art, language, sports, dance, drama and music specialists and have two SCAT (supporting children and teachers) teachers, who work flexibly throughout the school, taking groups or classes or providing pre-teaching for pupils.

Throughout the pandemic key worker and vulnerable children attended school. All children in the ASD provision interacted with the learning provided. Remote learning teaching sessions, through google classroom, were successfully established, with a high take up on the remote learning live lessons. Pupils used student apps, such as Mathletics and spelling shed. The school distributed 40 computers to families, with technical support available at all times. Packs of work were delivered to pupils where necessary, together with deliveries of reading books and food. The school established an outreach blog, to ensure that families could have daily contact with the school. When some local nurseries closed down, the school accommodated these children and they have subsequently joined as pupils at the school. Pupils enjoyed a weekly exercise and drama class; 'Mo weeks,' and staff made weekly check-in calls with hard-to-reach families. Early years children enjoyed a daily Storytime.

During the virtual tour of the school, it was evident how well classroom environments and teaching strategies help to both support and scaffold pupils' learning and encourage independence. All classrooms are ASD and dyslexia friendly, with beautifully decorated and inviting reading areas in each classroom. The school has introduced the 'Little Wandle' systematic, synthetic phonic programme in the EYFS. Language rich





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environments and an emphasis on the importance of developing talk support the overall development of reading skills, with a love for reading being given a high priority. Pupils and staff regularly read together. Quality first teaching is paramount and pupils are given many opportunities to engage in peer discussion and activities which include manipulatives and concrete materials. Displays reflect diversity and the globally focussed curriculum, with doors and hallways decorated to 'inspire children's love of learning from the moment they reach the classroom.' Outdoor space is cleverly maximised and regularly adapted to encourage purposeful learning and the younger children benefit from a high quality, dedicated EYFS playground.

Behaviour for learning observed during the tour was excellent and the school adopts a positive 'do' approach to managing behaviour, with key elements being 'I forgive' and 'I choose kind,' as the school motto is 'kindness.' The school use the zones of regulation approach to manage feelings, emotions and sensory needs. Pupils are enabled to solve their own conflicts, share and cooperate. A learning mentor provides morning check-ins for particular children.

Pupils love their school and report that 'everyone' at Riversdale is kind. They know who to go to if they have a problem. They can write their name on the board for the teacher, or they feel that they could go to any member of staff in the school, including the Headteacher. They have a school learning council, composed of 2 pupils per class from years 2 to 6 who meet regularly to make the school a better place. They enjoy the weekly assembly where they celebrate the student of the week, class conduct of the week and the superhero reader. Year 6 pupils are partnered with a school in Turkey and the school has a project plan in place to compare similarities and differences between the two countries. Year 5 are to be partnered with a school in Kazakhstan and year 3 are to be partnered with a school in Pakistan.

Teaching staff appreciate the freedom that they are given to be creative and consider the particular interests of the children in their class, when delivering the curriculum. They feel trusted and well supported and are provided with a wide range of CPD opportunities, including observing other teachers and receiving particular training in areas such as dyslexia, positive handling and maths mastery. Weekly in-school CPD covers a wide range of areas and has been held virtually during the pandemic. The Head of the ASD base said that all the teachers in the school were very positive about enabling pupils from the base to be working in their mainstream classes, with children being 'included at the level that they can be included.' Teachers collaborate with the base staff in order to provide the most successful mainstream integration experiences for each individual child and teaching staff shared many success stories regarding individual pupils from the base with which they had worked.

There are TAs in every classroom who participate in the school's planning and team-teaching approach. Teaching assistants enjoy their work and feel very well supported and made comments like, 'It is so rewarding to see children develop in the way that they do' and 'it is a very happy environment here.' They feel 'listened to, heard and understood.' They are provided with the necessary training and support in order to fulfil their roles effectively. One TA was very much looking forward to the 2 days 'team teach' training that he was due to attend the following week.



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The school works hard to forge a strong partnership with its parents, involving them in school life and showing them how best to support their child's learning. Communication between home and school is excellent and the school app 'WEDUC' shares the 'wow' moments that children experience in school, with their parents. The school also uses social media platforms, such as Facebook and Twitter. The Riversdale website is welcoming, user friendly and easy to navigate and provides a wealth of information about the school.

Parents reported that they have felt welcomed, looked after and supported by the school. Parents with children in the ASD base appreciate the efforts made by the school in helping their children integrate with mainstream as much as possible and say that their children are happy, love coming to school and they are delighted with the progress that their children are making. They like the school's open-door policy and that fact that any issues or problems are resolved quickly. The school has a 'Parents and Teachers Cooperative' (PTC), who raise funds for the school and organise events, such as the Christmas and summer fairs. During the pandemic they have held virtual events, such as a balloon race and produced a school cookery book.

Governors are knowledgeable and provide support and challenge to the school. They are linked to different curriculum areas and inform themselves through visits to the school and meetings with relevant staff. Any records of visits into school are shared with the whole governing body. The school is shortly hosting a governor workday, with governors touring the school and visiting classrooms. Governors receive regular training opportunities, in order to fulfil their roles effectively and have recently undertaken safeguarding training through the National College. The governor interviewed reported on the 'very caring and supportive atmosphere' in the school and the 'wonderful connection' between the staff and the pupils.

The school is outward looking, belonging to a number of partnerships beyond the school. They have developed strong connections with the local community, including with the local church, mosque and secondary school. They work closely in a cluster of local schools, including a PRU, supporting each other and sharing joint CPD, staff and resources. The HT sits on the higher needs, SEN and schools' forums and the DHT provides support to the local PRU. The SENDCO is currently helping other schools set up a base as part of the nurture network, with colleagues in the local area. Students from Roehampton University are welcomed to Riversdale.

The school is an active participant of the Shell IQM Cluster group and will host the cluster group meeting in the summer term 2022. Riversdale Primary School is a shining example of an IQM Flagship School.

**Assessor: Patricia Wood**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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