



Rivermead
Primary School

SELF REVIEW AND EVALUATION SUMMARY

Key areas:

1. Context of the School
2. Previous Ofsted Inspection
3. The Achievement of Pupils
4. School & Subject Priorities
5. Overall effectiveness

UPDATED: SPRING TERM

ACADEMIC YEAR 2017-18

SENIOR LEADERSHIP TEAM & GOVERNORS

RIVERMEAD PRIMARY SCHOOL

1. The Context of the School

Our Vision

At Rivermead Primary School, we believe an inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every pupil matter.

As a school, we aim to provide a vibrant, happy and safe learning environment which enables every child to achieve the best they can regardless of gender, ethnic or social background or educational needs. In addition we promote the importance of healthy lifestyles, respect for the environment, the value of mutual respect and the importance of tolerance of others. We prepare our pupils for the responsibilities and opportunities that arise throughout life in a multi-cultural and technological society.

The school context:

Rivermead Primary School serves a diverse area of Woodley – a cultural mix of white British, Pakistani, Indian, African, Bangladeshi, and European. The school is historically important to Woodley, with over 75 years serving the community, with many parents, and some grandparents having attended the school.

The school has an ethos where everyone is a learner – children and adults alike. It is our role to provide each child with a range of opportunities and to find the key that will unlock their full potential, whether it is academic, the arts or sport. We need to allow the children to take risks within a safe environment, and receive the encouragement, support and challenge they need to take each new step in their learning journey. The School went through a time of significant change from 2007 until 2011. During this period the school saw a high turnover of staff, including a permanent head leaving and three interim heads, a number of changes on the Governing body, and a falling roll. Since January 2011 the school has had a permanent Headteacher in post and a stable teaching staff, with small turnover each year, generally as a result of teachers moving onto leadership opportunities or relocating out of area. The governing body has reconstituted, with the new 'Instrument of Governance' beginning 1 September 2015. The chair of governors has been with the FGB for the past 6 years, moving from Vice-Chair to Chair after successfully shadowing the previous Chair who was a successful retired Head teacher.

In November 2014 the School was judged 'Good' from its Ofsted inspection. The leadership team of the school believes that the school is currently 'good' and through its focused school improvements, is working towards 'outstanding'.

Numbers on Roll: Academic year 2017.18

Rivermead is a two form entry primary school, which has moved from vertically grouped classes to horizontal class groupings in September 2017. The year groups are in teams:

EYFS

Year 1 & 2 (KS1 team)

Year 3 & 4 (Lower KS2 Team)

Years 5 & 6 (Upper KS2 Team)

Cohort numbers: January 2018

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School	60	60	60	58	44	59	58
PP	0	2	3	9	5	8	10
SEND	3	4	3	6	2	7	3
EAL	8	9	8	9	8	10	17

Attendance: Academic year 2016.17

Whole school:	96.4%	authorised:	3%	unauthorised:	0.6%
Boys:	96.4%	authorised:	3.0%	unauthorised:	1.6%
Girls:	96.7%	authorised:	2.7%	unauthorised:	1.7%
PPG:	94.4%	authorised:	4.3%	unauthorised:	1.3%
SEND:	95%	authorised:	4%	unauthorised:	1%

Incidents: Academic year 2016.17

Exclusions

Autumn term: 0

Spring term: 0

Summer term: 0 (currently)

Racist incidents: All Racist Incidents are reported to WBC

Autumn term: 2

Spring term: 1

Summer term: 2

2. Previous OFSTED Inspection

OFSTED outcomes from previous report and progress: November 2014: Good

Outcomes from OFSTED Inspection Nov 2014:

To become 'Outstanding' - Improve the quality of teaching in EYFS:

- Not enough children make rapid progress in the Early Years Foundation Stage because time is not always used effectively.
- Not all adults use effective questions to promote children's thinking skills.

To become 'Outstanding' - Improve the quality of teaching by providing challenge:

- More able pupils do not make as much progress as they could in mathematics and so fewer pupils reach the higher levels.

Ensure more children make rapid progress in the Early Years Foundation Stage by:

- Structuring whole class teaching time more effectively
- Ensuring all adults use effective questions to promote children's thinking.

Accelerate the progress of the more able pupils in mathematics so that more of them reach higher levels, by:

- Further refining the difference between the tasks they are offered, ensuring all pupils have the underlying skills to tackle the tasks they are given.

Outcomes/Impact statement from the SEF:

Improve the quality of teaching so that is consistently good or better by ensuring that:

- *Teachers use the information they have about their pupils to set work at the right levels for pupils of different abilities so that they are challenges throughout each lesson*

Teachers now have a far greater awareness of the needs of their children and use data and informal assessment to plan appropriately. Our monitoring programme confirm this is good. The quality of teaching over time has risen from the last inspection of 70% judged to have good impact or better to 85% (monitoring programme/WBCL & T review)

Improve the quality of teaching so that is consistently good or better by ensuring that:

- *All pupils receive regular written and spoken guidance from teachers so that they clearly know how to improve their work and make progress towards meeting their learning targets*

Strong focus upon marking & feedback in writing then maths has resulted in children being far more aware of how to improve. Book scrutinises & external moderators from HMI and the LA have commented on improvements. Marking & feedback has a consistent approach across the school (*see assessment policy*).

Improve the quality of teaching so that is consistently good or better by ensuring that:

- *Provide training for support staff to enable them to provide high quality support for pupils' learning, especially in phonics, in the EYFS and KS1*

Training has been given for support staff with the initial focus on phonics across EYFS, KS1 and Year 3. A rigorous monitoring programme ensures TA are delivering 'high quality' sessions. Impact of phonics sessions – results over past 5 years from 45% to 90%, 82% in 2017.

LA review showed EYFS setting was good and the impact of TAs on learning had improved.

A training programme for TAs with sessions each term focussing on: effectiveness, impact, interventions, resources, provision & assessment.

The GLD improved over the past 3 years, above national averages:

2015: 74% achieved GLD 2016: 80% achieved GLD 2017: 78% achieved GLD

Maximise the impact of year group and subject leaders by ensuring that:

- *All leaders closely monitor the quality of learning and pupils' progress in their areas of responsibility*

A year-long training programme for each team leader and core subject leaders has resulted in the SLT and subject leaders having more influence on children's learning so they regularly monitor standards and practice in their subjects/teams. Senior leaders ensure subject actions are followed and implemented. Action plans for the core subjects, SEND, Pupil Premium and curriculum development are all in place. All this ensures children that were underachieving are identified and interventions are in place. SLT & subject leaders are responsible for providing CPD for staff in the subject they lead. The LA have conducted a leadership review with SLT, highlighting strengths and areas to develop and the SLT have worked closely with an external consultant over the past 3 years, with a focus on their impact on learning and teaching in their teams.

2. The Achievement of Pupils

2017 results

EYFS:

		Percentage of children at each level				Ave pts
		Emerging	Expected	Expected+	Exceeding	
Communication and Language	Listening and attention	3	85	97	12	2.08
	Understanding	3	75	97	22	2.19
	Speaking	3	85	97	12	2.08
Literacy	Reading	10	73	90	17	2.07
	Writing	14	78	86	9	1.95
Mathematics	Numbers	9	76	92	15	2.07
	Shape, space and measures	3	80	97	17	2.14
%children achieving "Good Level of Development"		78%	Average Total Point Score			35.5
%children achieving "Good Level of Development"		national	69%			

Phonics:

Passed the Year 1 Phonics Screening: 82%

National: 81%

	Total	0-10	11-20	21-31	0-31	32-40
Year 1	60	10	2	5	17	82
Year 2	4	0	0	0	0	100
All	64	9	1	4	15	83

KS1 SATs results: PP 10 SEND 10 PP/SEND 4 EAL 10

Subject	SCHOOL		NATIONAL	
	working at expected	at greater depth	working at expected	at greater depth
Reading	72%	22%	76%	25%
Writing	67%	13%	68%	16%
Maths	85%	25%	75%	21%
RWM	62%	13%	63%	11%

KS2 SATs results: PP 8 SEND 9 PP/SEND 2 EAL 12

Subject	SCHOOL		National	
	working at expected	at greater depth	working at expected	at greater depth
Reading	73%	24%	76%	25%
Writing	75%	16%	71%	18%
Maths	78%	33%	75%	23%
GPS	73%	44%	77%	31%
RWM	62%	11%	61%	9%

	Average scaled score Attainment		Average scaled score Progress		Average scaled score DA pupils	
	School	National	School	National	Progress	Attainment
Reading	103.7	104.1	-1.1		-3.79	99.5
Writing	101.4	101.1	-1.2		-1.18	
Maths	105.3	104.2	+0.3		-2.23	101.1
GPS	107.0	106.0	+0.4			
RWM	104.5	104.1	-0.4			

Teacher Assessment Results 2016.17

Rigorous self-evaluation allows the school to thoroughly track individual pupil's progress over time. We quickly identify any dips, discuss individual pupils in Pupil Progress meetings and develop effective strategies and interventions.

Sources of evidence include: assessment data, feedback from lesson observations and learning walks and Pupil Progress meetings. Summative assessments are externally moderated with cluster schools to ensure accuracy

Points Progress: Whole school

End of EYFS to current year	Points	Reading	Writing	Maths
Year 1	4 points	98%	100%	100%
Year 2	9 points	81%	78%	88%
End of Year Y2 to current year		Reading	Writing	Maths
Year 3	5 points	90%	93%	92%
Year 4	10 points	77%	77%	82%
Year 5	15 points	98%	80%	94%
Year 6	20 points			

Teacher assessment 2016.17: Reading

Year group	WB	E+	D+	S+	A+	M	4+ pts	5+ pts
Year 1	0%	100%	92%	72%	27%	8%	98%	50%
Year 2	2%	98%	92%	73%	30%	12%	97%	67%
Year 3	2%	98%	94%	84%	45%	18%	100%	90%
Year 4	3%	97%	90%	75%	37%	3%	98%	95%
Year 5	4%	96%	93%	84%	56%	12%	100%	96%
Year 6	4%	96%	91%	87%	64%	25%	100%	87%

Teacher assessment 2016.17: Writing

Year group	WB	E+	D+	S+	A+	M	3+ pts	4+ pts	5+ pts
Year 1	0%	100%	90%	72%	18%	0%	100%	100%	52%
Year 2	2%	98%	92%	67%	23%	15%	98%	95%	69%
Year 3	0%	100%	95%	77%	30%	7%	100%	100%	93%
Year 4	2%	98%	88%	63%	22%	3%	100%	100%	93%
Year 5	4%	96%	89%	79%	39%	11%	100%	100%	90%
Year 6	4%	96%	85%	72%	44%	16%	100%	98%	91%

Teacher assessment: Maths

Year group	WB	E+	D+	S+	A+	M	3+ pts	4+ pts	5+ pts
Year 1	0%	100%	97%	80%	20%	0%	100%	100%	55%
Year 2	2%	98%	98%	85%	28%	0%	98%	98%	69%
Year 3	0%	100%	98%	91%	42%	16%	100%	100%	92%
Year 4	0%	100%	93%	78%	32%	7%	100%	100%	93%
Year 5	2%	98%	98%	89%	44%	19%	100%	100%	94%
Year 6	4%	96%	96%	89%	65%	15%	96%	96%	93%

Targets 2017-18:

	Year 1 (60)		Year 2 (60)		Year 3 (60)		Year 4 (43)		Year 5 (60)		Year 6 (57)	
	S+	A+	S+	A+	S+	A+	S+	A+	S+	A+	S+	A+
Reading	88%	18%	89%	27%	88%	30%	95%	48%	87%	39%	88%	44%
Writing	87%	8%	84%	18%	83%	23%	86%	32%	85%	22%	86%	39%
Maths	89%	12%	90%	20%	95%	28%	94%	41%	89%	33%	89%	42%

3. School/Subject Priorities

Whole school

- Embedding the move from vertical grouping to horizontal grouping for 2017/18
- Development of Year 1 learning – curriculum, learning environment and Year 1 outdoor area development
- Development of the curriculum to meet the needs of horizontal grouping, but continuing with the two year cycle.
- TAs deployed specifically around cohort/children needs
- TAs starting at 8.30am, opportunity to meet & know teachers plans for lessons; higher expectations of impact on learning & progress
- Whole school assessment diary revisited and updated for R/W/M and SEND
- Annual school Report format changes for 2017/18
- SEND training a focus for autumn & spring TA CPD, and have half termly training sessions for class teachers
- Edu-key system to be implemented in September. This will provide better tracking and sharing of SEND pupil information.
- Higher levels of achievement & progress in Maths across the school. Higher Ability children continue to be a group of focus in Maths
- Higher levels of achievement & progress in Reading across the school. Early intervention in EYFS and KS1, Book Talk to be introduced and embedded through Guided Reading in KS2.
- Ensure the gap for Pupil Premium children is reduced using elements of 'tilt'.
- Through the Standards & Assessment Committee, Governors continue to develop their better/good understanding of data, and challenge the provision of any under-performing groups.

Leadership/Learning & teaching reviews:

Andy Hind School Improvement:

Education consultant, Andy Hind, works with the school over the academic year, conducting a visit termly, which includes a 'support & challenge' conversations with HT, DH and SLT.

Current Identified areas and possible areas of development:

- Effective use of target setting
- Effective use of success criteria
- Teacher 'presence' and the impact on pupil engagement and learning

Support for independent learning:

- Physical resources available/accessible to enable the child to move forward if the teacher isn't readily available.
- Peer to peer assessment

Leadership review: Gillian Cole, WBC SIO

As part of the support offered by WBC, a leadership review was conducted.

The key findings were:

- The quality of leadership time: effective use of time by team leaders
- Moving from admin/task related jobs to developing learning, facilitating learning, pupil progress in their teams
- The effective use of team meetings – professional discussions, book scrutiny's, data. Next steps: record evidence and identify team actions and going back to monitor/evaluate – team reviews regularly
- Less a manager – more of a leader
- Lines of accountability
- Focusing on what makes a difference, plan for the impact
- Success – evident in the classrooms
- Purpose of leadership time – clear expected outcomes, a shift towards improving classroom practice
- Leadership team to develop better sharing of information and cooperate knowledge

Reading priority 2017/18

- Year 1, Year 2, Year 4: moving Lower Middle (developing) to expected (Secure) attainment
- Year 2 points progress from EYFS to Year 3 to increase
- PP: Year 1 to Year 4 moving Lower Middle (developing) to expected (Secure) attainment
- Continue to promote Maths through a themed week: Money Counts – 22 to 26 January 2018
- Implementing and embedding of Book Talk across the school

Monitoring priorities – spring term:

- EYFS: Reading skills and comprehension – can the children read?
- Yellow: Can the children use sentence starters to structure and answer?
- Red: Are the children completing the sentences coherently?
- Orange: Can the children successfully evidence their answers independently?

Writing priority 2017/18

- Year 1 to Year 6: moving Lower Middle (developing) to expected (Secure) attainment
- Year 2 points progress
- PP Year 1, Year 2 points progress to improve
- SEND Year 1 to Year 6 attainment to improve
- SEND Year 1, Year 2, Year 6 – points progress
- Boys: Year 1 to Year 5 are a group to be a school focus in writing
- Implementing and embedding of hot & cold assessment tasks

Monitoring priorities – spring term:

- Use of success criteria and check lists for specific writing genres
- Use of cold and hot tasks at the start and end of units of writing
- Teaching of the skills on the check list in books
- Shared and independent writing according to ability and intended learning outcome

Maths priority 2017/18:

- Year 2 points progress whole school, O+PPG
- Year 4 moving Lower Middle (developing) to expected (Secure) attainment
- PP: Year 1 – Year 5 moving Lower Middle (developing) to expected (Secure) attainment
- SEN: Year 1 to Year 4 – moving Lower Middle (developing) to expected (Secure) attainment
- Continue to promote Maths through a themed week: Money Counts – 22 to 26 January 2018

Monitoring priorities – spring term:

- Evidence of strategies used for problem solving and reasoning
- Are strategies relating to the calculation policy?
- The examples of questions given for problem solving, then check impact these questions are having on learning.

Pupil Premium

100% of Pupil Premium children who attended the Nurture Group made progress in reading, writing and maths.

The school received £66,440 (Based on 47 PP on Jan 2017 census) for Pupil Premium Grant in 2017/18.

A comprehensive ICT programme has been developed to track the provisions provided for individual children on FSM and part of the Ever6. Interventions, resources, data, attendance and financial information is inputted into the programme which can produce reports and cost sheets. This information is reviewed and analysed on half termly basis to ensure adequate provisions are in place to meet the needs of each learner.

Data is analysed every term and Pupil premium children are discussed during pupil progress meetings. Pupil premium learners' data is analysed against non-pupil premium learners.

Key elements identified and in Pupil Premium statement

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers:

- Parental engagement of some PP families – relating to parents evening attendance, support at home with reading, spelling and homework and modelling positive learning attitudes.

- Poor handwriting skills, spelling, vocabulary retention and application.
- Student attitude and skills when working towards independent learning targets.
- PP Meta-cognition and Growth Mind-set less than non-PP
- Individual's ability to manage their Social and Emotional needs

External barriers

Attendance and number of late arrivals in the mornings and collections at the end of the day.

Financial barrier to supporting children - Children wearing correct school uniform, PE Kit, learning resources, participation in extra-curricular clubs etc.

Desired outcomes

- Increased parental engagement of all PP families – Increased attendance at Parent/teacher consultations, support with reading, spelling and homework
- Increase % of children across the school with handwriting and spelling that is age expected.
- Increase the percentage of children working at or above secure in Reading, Writing and Maths (through targeted wave 1 and 2 provisions and increasing the skills to meet individual learning targets.)
- Greater proportion of PP children demonstrating a growth mind-set and independent learning skills. Identify and address children's individual barriers to learning
- Children have the skills to manage their social and emotional needs.
- Increase the attendance figures for PP children and reduce the number of late arrivals and collections.
- All children wear school uniform and have the required learning resources to meet the curriculum and access wider school opportunities.
- See Pupil Premium statement for

Pupil Premium concerns:

- Points progress of 4+ points made consistently in maths, reading and writing across the school
- Year 2 PP/DA children - points progress is a concern
- Attainment (S+) is a concern – this is below non-PP in Years 1 -4

SEN

The inclusion team has been restructured to include three members of staff who work together to oversee the provisions in place in school and work with external agencies. The school works closely with the Education psychologist, Learning Support, Foundry College, Assist and the school nurse to meet the needs of our learners as they arise. Observation visits, feedback reviews and training has taken place with the above agencies and the school host a termly SEN surgery where children's needs can be discussed with the professionals.

Rigorous systems for assessment mean that pupils' needs are now quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils with SEN. This quality support is organised to be delivered either on a one to one basis, in small groups or within the classroom. All interventions are designed, tracked and monitored to be focused on developing skills against targets within the main areas of need: Cognition and Learning, Communication and Interaction, Emotional, Behavioural and Social or Sensory and Physical .

Teaching assistants provide excellent support and attend regular CPD. As a result they are able to provide good quality specialised support for children both in the classroom and in target groups.

A comprehensive ICT programme has been developed to track the provisions provided for all children on the school's SEN register. Interventions, resources, data, attendance and financial information is inputted into the programme which can produce reports, cost sheets and evaluation for the effectiveness of the interventions. Meeting take place on a half-termly basis to input, update and review the programme. Reports are drawn and the data is reviewed and analysed on termly basis to ensure adequate provisions are in place to meet the needs of each learner.

Data is analysed every term and children on the SEN register are discussed during pupil progress meetings. The data for children on the SEN registers is analysed and compared against non-SEN learners.

4. Overall effectiveness

Leadership	Learning & Teaching	Achievement	Safety & behaviour	Overall
Good	Good	Good	Good	Good

Leadership & management

- Leadership and management have good systems through Performance Management, data analysis, pupil progress meetings and the monitoring programme to identify under performance (of staff and pupils) and act accordingly.
- 'Good' leadership is in place with the SLT and governors – both teams are strong, driven, focused and well informed.
- A Professional Learning Culture has been developed over the past four years. The staff promote the ideals of professional values, positive learning behaviours and growth mind-set attitude.
- There is a relentless focus on school improvement and management systems are embedded and impact on standards, set by the SLT and governors.
- Underpinning all school improvement work are robust and rigorous monitoring and evaluation programme. The programme allows subject leaders and SLT members to be released weekly to conduct learning walks, planning/book scrutinies and data analysis. This programme and activities provide leaders with true picture of the school; highlighting areas of strengths and areas of development.
- Termly subject action plans are in place for writing, reading, maths, science, phonics, EYFS, curriculum development and SEN/PP which are reviewed termly with the SLT.
- Governors, through the Learning & Teaching Committee, have a good understanding of the action plans, impact and progress of subject leaders in maths, writing, reading, phonics, EYFS, SEN/PP
- Governors have regular feedback of teaching performance through HT reports, learning walk/observation feedback, Governor Subject monitoring visits, and LA reviews/visits.

Learning & teaching

- A positive climate for learning exists in the school and the children and staff are proud of the diverse make-up of the school.
- The teaching across the school is 'good' enabling pupils to make expected or good progress.
- Enrichment activities and creative groupings in and out of the classroom add to the children's social, moral and cultural development.
- Children understand good learning behaviours and apply them in class – this is evidenced in observation sheets. 'Learning Class Contracts' are created by pupils/teachers and displayed in classrooms. Growth mind-set principles have been developed and promoted throughout the school.
- The majority of teaching is good with some outstanding elements. There are no unsatisfactory teachers at the school. When required, support is given for those who are not producing consistently good lessons.
- Weekly Staff Development meetings are learning & teaching focused, and are planned around the monitoring programme, ensuring feedback is timely and developments and next steps are implemented.
- Performance management and a rigorous monitoring and evaluating programme is used to focus on areas of development to improve performance. Areas for development are used as targets for performance management; inform subject action plans and the staff training programme.

Achievement

- In the last two years the school has taken considerable steps to ensure the majority of pupils reach targets and make expected or good progress. Where children have not, decisive action has been taken to support
- Good analysis of data results in all underachievement being identified and provision put in place.
- Focus on raising standards in the core ensures majority of pupils leave the school with the basic skills to access the next phase of education.
- The school has achieved very good attainment in reading, writing, maths and phonics in EYFS and KS1. However results of KS1 SATs in 2017 saw a dip in the high outcomes from the past 3 years.
- Although reading & maths attainment has been lower than writing in KS2 SATs recently, good arrangements are in place to ensure pupils are able to read and comprehend with fluency, and differentiation is meeting

the needs of all in maths. In 2017, reading & maths progress improved in KS2 SATs and is good across the school.

- The school focus for 2017.18 academic year is attainment & progress in writing.
- Progress of SEN is improving but impact of interventions on progress remains a focus
- Effective tracking at all level in the school enables underachievement to be tackled at different levels.
- Termly Pupil Progress Meetings with firstly the team leader, followed by a separate meeting with the head or deputy ensure pupil under achievement is identified and support is in place.
- Teachers use assessments, tracking sheets, pupil progress meetings, team meetings, coaching sessions with SLT, and targets to personalise learning of pupils to ensure progress over time.

Safety

- Pupils make a positive contribution to a well organised, ordered and safe school. Playground Friends, Peer Mediators, School Council & the Eco Club are valued groups who contribute positively to school behaviour.
- Behaviour/Incident logs are analysed by the school show no other than low level disruption for the vast majority of pupils
- Safeguarding team works with pupils and staff to update policy, procedures and curriculum
- Any incidents of 'Bullying' are dealt with seriously by the school, and will involve pupils, parents and members of the SLT. All forms of name calling or negative remarks are dealt with appropriately.
- Attendance is improving, especially regarding unauthorised absence. There are rigorous systems in place to improve overall school attendance further.
- Link H & S Governor makes termly checks with site controller and Head teacher. Recommendations are made and reported back to full governing body.
- Governors are fully informed at FGB of attendance data, number of exclusions, racist incidents, and playground incidents.

Key actions for improvement

- Continue with rigorous monitoring programme & ensure findings & identified areas of development/improvement are acted upon quickly to ensure further rapid improvement.
- SLT to support teachers within teams on specific teacher development areas.
- Continue to identify, develop and support future leaders within the school.
- Develop further the current middle leaders, to ensure appropriate challenge & actions to allow further improvements & positive impact within subject areas and on pupil progress.
- Assessment tracking – to ensure the rigorous tracking systems in place produces results, standards and progress continues to increase and concerns identified and addressed by the SLT.
- Quality of teaching & learning through the monitoring programme by the SLT/middle leaders – continue to raise the quality and improve further the teaching, ensuring consistently 'good teaching' in all teams, and all subjects.
- Targeted CPD planned by the SLT – ensuring training meets the needs of the whole school and targeted training to ensure each teacher is 'good'.
- Continued development of the Professional Learning Culture across all the staff of the school – beyond teachers. Common language, expectation, performance
- Governors continue to show strong leadership through accessing appropriate training that allows them deeper understanding of school performance.
- Governors continue to be an integral part of the schools monitoring programme. The challenge and support provided to subject leaders continues and develops.

Pupil Survey 2017

	Always	Mostly	Never	Unsure
Q1: Do you enjoy being at Rivermead?	70%	27%	1%	2%
Q2: Do you feel safe at school?	83%	14%	1%	2%
Q3: Do you feel you learn a lot in lessons?	75%	22%	1%	2%
Q4: Do you think adults explain how you can improve your learning and work?	74%	22%	1%	2%
Q5: Do you think your teachers' help you do as well as you can with your learning	78%	17%	1%	4%
Q6: Do you think you do the best you can do with your learning each day?	71%	25%	1%	2%
Q7: Do you think children behave at Rivermead?	42%	52%	1%	3%
Q8: Do you feel the school deals with issues with bullying well?	51%	18%	4%	20%
Q9: Do you think the school deals with racist incidents well?	57%	11%	2%	23%
Q10: Do you understand your classroom rules?	90%	8%	0%	1%
Q11: Do you think your classroom rules are fair?	87%	10%	1%	2%
Q12: Do you think the Golden Rules help with behaviour around the school?	62%	27%	5%	4%

Parent Survey 2017

	Total No of Responses	Strongly Agree & Agree	Disagree & Strongly Disagree
My child is happy at the school	50	100%	0%
My child feels safe at the school	50	100%	0%
My child makes good progress at the school	50	98%	2%
My child is well looked after at the school	50	100%	0%
My child is taught well at the school	50	100%	0%
My child receives appropriate homework for their age	50	90%	10%
The school makes sure its pupils are well behaved	50	100%	0%
The school deals effectively with bullying	50	98%	2%
The school is well lead and managed	50	94%	6%
The school response well to any concerns I raise	50	98%	2%
I receive valuable information from the school about my child's progress	50	84%	16%
Would you recommend the school to another parent?	50	94%	6%