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Rehana Juna  
Headteacher  
Riverside Primary School  
Cookham Road  
Maidenhead  
SL6 7JA

Dear Ms Juna

### **Requires improvement: monitoring inspection visit to Riverside Primary School**

Following my visit to your school on 20 March 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that leaders' lesson observations more clearly evaluate the impact of teaching on the progress of pupils and in particular the progress of pupils who are more likely to underachieve

### **Evidence**

During the visit, meetings were held with you and the Chair and another member of the Governing Body. I also had a telephone conversation with a representative of the local authority. I evaluated a range of documentation including the school improvement plan and information relating to the monitoring of teaching. You took

me on a tour of the school and we made brief visits to all classes where I spoke to pupils about their work and looked at their books.

## **Context**

The school changed its name from Ellington Primary School to Riverside Primary School in January 2014. Since the last inspection two teachers have left the school, a newly qualified teacher has joined the teaching staff and the senior leaders are teaching for a greater amount of time each week.

## **Main findings**

The school improvement plan focuses on the right priorities for improvement and details clear targets and timelines which will mean that you will be able to measure success. Your week-by-week programme of checking activities will give you useful evidence with which to measure the impact of the actions you are taking.

Teachers are planning activities that more closely match the needs of pupils and expectations have been raised of the standards pupils can achieve. Consequently pupils are moving on to more difficult work more quickly. More able pupils are completing more challenging work in small groups with a dedicated member of staff.

You are using a range of information including visits to lessons, work in pupils' books and assessment information to build an accurate and comprehensive view of the quality of teaching. While you are developing the way in which you and other leaders observe lessons and give feedback to teachers, there is too little focus on the impact of teaching on pupils' progress and in particular on the progress of pupils who are more likely to underachieve.

Teachers are making better use of information about pupils' achievement. This information is discussed well at pupil progress meetings with senior leaders and this helps teachers to spot those pupils who are not doing so well and to provide extra support.

Pupils' learning targets are a prominent feature in all classrooms. Pupils are able to explain what they are learning and what they need to do to improve. The importance of these targets has been raised through the rewards and recognition pupils receive when they reach their targets. The school council have recently discussed the positive impact of these targets.

A range of useful training has been provided for teachers and teaching assistants. The coaching and mentoring programme is enabling good practice to be shared across the school. Visits to local good and outstanding schools are helping to develop and improve teachers' practice and is building the capacity for improvement.

The attendance and punctuality of pupils have improved as a result of stronger leadership in this area. The parent support adviser is working effectively with parents. Improved communication with parents which emphasises the importance of their child's attendance at school is having a positive impact.

Governors have received valuable training regarding the interpretation of assessment information. Consequently, they are able to ask more probing questions about the progress pupils are making and how this is being checked by the school. The governing body has a clear understanding of the strengths and areas of improvement for the school. Their increasingly regular visits to the school are developing their understanding of the school's work.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Since the inspection the level of support from the local authority has grown. The local authority adviser has provided useful guidance to the headteacher to refine the school's improvement plan and has brokered a valuable link with a local outstanding school. Useful training has also been given to other senior leaders to develop their leadership skills.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Windsor and Maidenhead.

Yours sincerely

Lisa Moore  
**Her Majesty's Inspector**