



Governors' Newsletter



Welcome to our Autumn 2018 newsletter.

Governor news

The current membership of our Governing Body is as follows:

Name	Type of Governor
Ian Butler	Co-opted Governor; chair of governors
Carolyn Walker	Co-opted Governor – vice-chair of Governors
Rick Miles	Co-opted Governor, vice-chair of governors
Peter Carr	Parent Governor
Charlie Heard	Co-opted Governor
John O'Callaghan	Co-opted Governor
Andrew Warnes	Co-opted Governor
Alison Woodward	Staff Governor
Ian Yapp	Headteacher
Iain Tessier	Clerk to Governors
Vacancy	Parent Governor – election this term
Vacancy	Co-opted governor

A brief message from Ian Butler, Chair of Governors:

Welcome back to another fun year at Riverside.

The last academic year had many highlights, with Ofsted visiting early in the autumn and validating our self-evaluation, that we had a highly accurate view of our strengths, areas to improve and best next steps. To those who read a lot of Ofsted letters, ours was indeed a very 'good, good letter!'

We have not rested on our laurels however, and the school team have continued to drive Riverside forward in the year post inspection, with some super progress in terms of results as described later on in this newsletter. In and amongst this, we have also become an academy in May, being one of the first schools to convert, with Mr Yapp and several other staff involved in all elements of the design of our wonderful new STAR Multi-Academy Trust.

The school year saw lots of exciting trips, visitors and residentials, with our students praised on many occasions by complete strangers for their impeccable behaviour and attitude to learning – that is already a truly outstanding feature of Riverside! Learning was evident throughout the year, with so much fun planned in by the staff team.

In short, it was a fantastic 50th birthday year for the school.

Our plans for 2018-19 are no less exciting and we look forward to working closely with both parents and the wider community over the coming year.

It is a great privilege for me to serve as Chair of Governors in a school that has so much to offer.

Ian C Butler

School results

We are delighted to share with parents some of the headline performance information from the 2017-2018 school year:

Early Years

At the end of the 2017-18 school year, children in Reception were assessed as follows:

		% expected or exceeding grade
Areas of learning	Communication and language	99
	Physical development	97
	Personal, social and emotional development	96
	Literacy	87
	Maths	96
	Understanding the world	99
	Expressive arts and design	99
	Overall	Prime learning goals
Specific learning goals		85
All learning goals		81

81% of our pupils showed a 'good level of development' compared to 72% nationally, which demonstrates both an able cohort and the effective and challenging provision on offer in our Early Years.

In most areas, the Reception outcomes (% attaining each of the above and % attaining overall 'good level of development') showed a good improvement on 2017, with large numbers of pupils attaining exceeding judgements both in individual aspects and across the whole range of assessments.

Across Reception, 83% of pupils made expected (or better than expected) progress for reading, 75% for writing and 75% for maths.

Many pupils actually made even more progress – above expectations (15% rapid progress for reading, 15% for writing and 17% for maths).

Where individual children have not met Early Years expectations in certain areas, they will of course be tracked carefully and given tailored support in Year 1 to ensure they catch up. Where pupils met or exceeded expectations in Early Years, they are ready to make a flying start in Year 1 and will be tracked (and 'pushed') to continue to excel as they move through school!

Key Stages 1 and 2

The annual tests and teacher assessments for Key Stages 1 and 2, for 2018, showed the following outcomes:

Key Stage 1

	School % at expected and greater depth standard	National % at expected standard	School % at greater depth	National % at greater depth
Reading	61	75.5%	27	25
Writing	56	70%	22	16
Maths	68	76.1%	15	21
RWM combined	48	65.4%	12	Tbc

The test frameworks continue to challenge in each of the core areas.

Following a more challenging year in Year 2 in 2017/18 including some necessary staff changes, although the overall attainment may be lower than the National standard, we are pleased that the number of children working at greater depth is likely to be above the National Standard. With further analysis, the cohort's progress has been accelerated over the course of the year. All children, including those children not attaining at the expected standard at the end of Key Stage 1 will be carefully tracked into year 3 and beyond to make sure the provision is meeting their needs, with writing as a focus.

Phonics

Our Year 1 phonics test results have steadily improved for four years now with 86% of the children achieving the expected standard for phonics. The overall end Year 2 pass rate is positive and with 90% of children achieving the expected standard by the end of Key Stage 1, is in line and above national figures in all aspects.

We will continue to work hard on this aspect in 2018-19; so many of our pupils are already sound readers and need to specifically be taught 'how to pass' the phonics test!

Any pupils not passing the phonics test in year 1 or 2 will be carefully tracked into years 2 and 3 and have additional provision in place to ensure they reach (and can demonstrate in a test) the required standard as soon as possible.

We are delighted that so many of our EYFS pupils left Reception and enter Year 1 already tracking well into year 1 phonics – this can only stand us in good stead for results in 2019.

Key Stage 2

Year 6				
	% at expected standard - school	National – expected standard	% working greater depth; higher standard	National – greater depth; higher standard
Reading test	76%	75%	40%	28%
Reading teacher assessment	81%		52%	
Writing	81%	78%	40%	20%
Maths test	69%	76%	19%	24%
Maths teacher assessment	78%		31%	
SPaG test	76%	78%	36%	34%
SPaG teacher assessment	75%			
RWM combined	67%	64%	19%	10%

	School	National
Average scaled score in reading	106	105
Average scaled score in SPaG	107	106
Average scaled score in maths	104	104
Reading progress score	+0.1	
Writing progress score	+1.8	
Maths progress score	-2.0	

We have continued to work hard to develop our internal tracking systems to take the challenging demands of the End of KS2 tests into account and we are delighted with the positive results this year.

As ever with our wonderful Riverside students, Year 6 applied themselves well throughout the year and showed a superb, responsible attitude during the assessment period.

Writing had been a focus following last year's tests, especially with regard pupils attaining the higher level. We are therefore delighted to have improved our position with regard expected attainment, but also to have significantly improved the percentage of pupils attaining the higher standard in their core writing to exceed national. *The writing progress score is positive and is statistically in the top 25% of schools nationally.*

Spelling, punctuation and grammar results were improved this year and are in line with National standards. This will be a point of action in 2018-19 as we have a new spelling strategy which will support continued improvement.

We are also delighted with our reading results this year including the increased number of children working at greater depth. This was an area of focus for us following 2017 results, especially developing pupils' inference skills. Our progress score is +0.1 this year is a good improvement from last year's negative score.

Maths however, will remain an area of focus as, although an increase on last year's attainment, this remains below the national expected standards and we are not adding sufficient progress to our pupils as represented by the negative progress score (though again, this has improved since 2017).

Our combined Reading/Writing/Maths attainment showed good gain this year and is above National standards at both expected and greater depth and Riverside School continues to perform above both floor and coasting school standards.

What next?

There are several points of reflection and action in the 2018 performance data. In the 2018/19 academic year, school will:

- Continue to ensure our pupils attain well in phonics, building on the improvements made over the last 4 years
- Continue to challenge and develop our pupils in Early Years, ensuring every possible pupil makes accelerated progress towards challenging targets
- Continue to build on successful writing initiatives implemented in 2017-18 which have impacted favourably on performance outcomes and embed our new spelling strategy into this area to further support the Grammar, Punctuation and Spelling progress throughout the whole school .
- Set challenging targets for all year groups to make sure pupils make good progress across a year and across a key stage
- Challenge ALL individual pupils to make the best possible progress in their learning including through a highly targeted approach
- Ensure all pupils can demonstrate their teacher assessed grades within test situations and especially within maths that pupils can work independently to demonstrate their reasoning skills to solve embedded problems involving fractions, decimals and percentages, ratio and algebra
- Continue to develop independent learners using metacognitive and positive mindset strategies such that the children are motivated to learn and are challenged appropriately– continue to deliver real stretch and challenge and with it see more and more pupils make ABOVE expected progress

As you will see from this list of actions, we are keen to pro-actively challenge ourselves to help our pupils achieve the very best that they are able!

And finally....

We are a school working to further 'deepen' our GOOD judgement and continue the journey towards becoming OUTSTANDING.

We always welcome your thoughts, comments and ideas, which help us shape our school for the future.

Please do give us your feedback, both directly to the school office, for families of new starters through our Induction Survey (which comes out each October) and also through the Ofsted ParentView website – which can be accessed via the school website. Watch out also for a parental survey which we plan to release later this term.