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22 January 2013

Mrs Maggie Robertson  
Headteacher  
Riverbridge Primary School  
Knowle Green  
Staines  
Surrey  
TW18 1AJ

Dear Mrs Robertson

**Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Riverbridge Primary School**

Following my visit to your school on Monday 21 January 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. 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 October 2012. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with the headteacher, other senior leaders, the governing body and a representative of the local authority. The school improvement plan was evaluated. The headteacher took the HMI on a tour of the three sites which make up the school to meet the staff and talk to pupils.

**Context**

Since the last inspection there have been no significant changes to staffing.

## **Main findings**

Leaders at all levels have been involved in creating an appropriate post-Ofsted action plan. In some areas such as 'pupil progress in mathematics' measurable targets have been established. Such targets now need to be established for all areas of improvement, including interim targets, so that leaders are able to monitor the effectiveness of the actions taken at different points in the year.

The introduction of a new tracking system has meant that teachers have a better understanding of the progress that pupils are making over time and their current standards. This system is used during regular pupil progress meetings.

The behaviour policy is now being applied with greater consistency and this has resulted in fewer instances of poor behaviour. In addition, during break and lunch time a 'pupil buddies' scheme has been introduced to engage pupils in active play and to resolve minor play time issues.

In mathematics, curriculum revisions have already taken place to give pupils greater opportunities to practice their 'number facts' regularly. Teachers are beginning to receive extra training and support in mathematics. One of the first visible signs of this improvement is the introduction of 'learning walls' in each classroom. This has resulted in pupils gaining a better understanding of the steps required to solve numeric problems. The Key Stage 1 leader in mathematics has received additional training to identify new interventions to accelerate pupil progress.

The school is aware that the monitoring and evaluation skills of the middle leadership team and in particular those responsible for literacy, numeracy and special educational needs require further development. They are at the early stages of using the information available from their tracking document to judge whether pupils are achieving well enough.

The governing body has been pro-active in ensuring that it contains representatives from all three school sites. An audit of interests and skills has been carried out and new roles allocated. The governors are considering new systems that will enable them to better hold leaders to account for the targets identified in their action plan.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- refine the Ofsted action plan to include long and medium term numerical targets in all areas so that leaders can judge whether actions have been effective in improving behaviour, teaching and the progress of pupils

- continue to develop the roles for middle leaders, especially in literacy, numeracy and special educational needs so that they are able to effectively monitor and evaluate the impact of their work on pupils' outcomes.

Ofsted will continue to monitor the school until its next section 5 inspection.

### **External support**

The local authority has provided appropriate support in developing teaching, meeting additional training needs in English and mathematics and in supporting the school to analyse their current data. Both the school and the authority are in agreement that additional support is required to develop the role of middle leaders.

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

Yours sincerely

Susan Gadd

**Her Majesty's Inspector**