

Inspection of CP Riverside School

Riverside Way, Nottingham NG2 1DP

Inspection dates: 21 and 22 April 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils are full of praise for the school. They speak about the positive, caring relationships between staff and pupils. Pupils say that staff understand their needs. Many say that this is in sharp contrast to previous negative experiences. They feel motivated to work hard and achieve as highly as possible.

Staff have high expectations for pupils' behaviour. Pupils understand the rules and say that they are fair. They respond well to incentives, such as character cards and attendance points. Pupils participate eagerly in the Friday gathering to celebrate each other's weekly awards.

Pupils have a secure understand of bullying and know that it is wrong. When concerns do arise, pupils say that staff respond quickly and firmly. Pupils are emphatic that there is no homophobic bullying. They say that everyone is treated equally.

Pupils say that they feel safe in school. When heightened situations arise, staff step in quickly. Pupils say that they 'never feel in a dangerous situation'.

The school is run with pupils' needs at its heart. The school's values support the development of pupils' 'confidence, resilience, acceptance and positivity'. Pupils take part in a wide range of activities or roles, such as team challenges, school parliament and 'LGBTQ+ champions'.

What does the school do well and what does it need to do better?

Leaders have constructed a broad and balanced curriculum that identifies the key knowledge and skills pupils should gain. There is a strong, shared ambition to provide 'a mainstream curriculum via an alternative approach'. This extends to all pupils, including those with special educational needs and/or disabilities. Staff commented: 'We don't put any glass ceiling on their achievements.' This means that leaders have ensured that the curriculum is ambitious for all pupils.

The range of subjects is expanding over time, to account for pupils' interests or aspirations. Pupils join the school at any point during the year. They may be part way through a course or qualification. Leaders and staff respond quickly to ensure that all pupils can complete their chosen studies. Leaders are agile and creative in designing the curriculum around individual needs. As a result, all pupils in Year 11 typically progress to further education or training when they leave the school.

Leaders recognise the importance of reading. Most pupils are not fluent, confident readers when they join the school. Many have missed long periods of schooling. They may be several years behind where they should be for their age. They may have negative attitudes to books and reading. Leaders are currently revising the reading curriculum. They have introduced ambitious texts to capture pupils' interest

and imagination. Leaders have adopted a systematic programme to help pupils analyse and understand texts. However, leaders know there is more to be done for those pupils who are still in the very early stages of learning to read. They have set out plans to address this during this year.

Leaders promote pupils' broader development exceptionally well. The personal development curriculum has been designed to produce active, respectful and responsible young citizens. There is a united desire to ensure that pupils will go on to make a positive contribution to society. Curriculum leaders have included opportunities for pupils to debate a wide range of topics, across all subjects. Friday mornings are devoted to lessons such as character education, citizenship, relationships and sex education and careers education. Pupils take part in these sessions with enthusiasm. They debate challenging issues and respect each other's views, across a wide range of topics.

Staff provide outstanding pastoral support. Pupils with challenging behaviours who sometimes struggle to remain in a lesson receive individual support from trained staff. The high quality of this support ensures minimal disruption to pupils' learning.

Members of the newly formed governing body are strongly committed to the school. They understand their role and statutory duties. Leaders and governors consider the workload and well-being of staff. Staff morale is strong. Staff appreciate the extensive training and professional development they receive.

Curriculum leaders from the multi-academy trust visit the school regularly. They work effectively with pupils and provide training and support for staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established an ethos of positive, trusting relationships. Pupils agree that they feel safe because they have a close bond with staff. This adds up to a strong culture of safeguarding that is evident in all aspects of the school's provision. Staff receive regular training and updates on a wide range of safeguarding issues. They are alert to any potential concerns. Records are thorough and show that all concerns are taken seriously. Leaders take swift, appropriate actions in response to issues. They work proactively with commissioners, parents and a range of external agencies to ensure that pupils are safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are in the process of reviewing and revising the reading curriculum. Some positive changes have been introduced. However, some pupils who are in the very early stages of reading, or who have fallen well behind, do not currently benefit from a systematic phonics-based programme designed to fill basic gaps in

their knowledge. These pupils do not become confident readers quickly enough. Leaders should ensure that all pupils develop the secure knowledge and skills necessary to become fluent, confident readers.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145581
Local authority	Nottingham
Inspection number	10213303
Type of school	Alternative provision
School category	Academy free school
Age range of pupils	12 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	Board of trustees
Chair of trust	Andrew Hindmarsh
Principal	Mark Eyre
Website	www.cpriverside.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- CP Riverside is an alternative provision free school catering for 12- to 16-year-olds.
- The school joined the East Midlands Education Trust in March 2018. When its predecessor school, Channeling Positivity, was last inspected by Ofsted, it was judged to require improvement.
- The principal was appointed in September 2020.
- A local governing body was established in February 2022. Prior to that, there was a temporary advisory board in place.
- The school provides thorough careers information, education, advice and guidance that is in line with the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, assistant principals, curriculum leaders, a range of staff, and the chair and vice-chair of the local governing body.
- The lead inspector met with the chief executive and deputy chief executive officers from the multi-academy trust.
- Inspectors carried out deep dives in reading, mathematics, and food technology. For each deep dive, the inspector met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and reviewed samples of pupils' work in some other subjects.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

Jason Brooks

Ofsted Inspector

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