

CP Riverside School

Address: Riverside Way, Nottingham, NG2 1DP

Unique reference number (URN): 145581

Inspection report: 14 April 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

This is an inclusive school. All pupils, including those with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known, or previously known, to social care, are helped to achieve, belong and thrive. Staff identify, assess and meet pupils' needs swiftly to reduce any barriers to their success. Staff consistently implement carefully selected strategies to address individual pupils' identified, emerging or changing needs. Leaders and staff meet the needs of pupils with SEND. They adapt the environment, teaching and the school's wider offer to enhance pupils' learning and wellbeing. Leaders and staff deliberately enhance the opportunities and experiences of vulnerable pupils.

Leaders ensure that the pupil premium strategy, which is embedded within wider school improvement priorities, is implemented effectively. Leaders monitor how effectively the school's actions and support for disadvantaged pupils have a positive impact on pupils' learning. Staff use their knowledge of the pupils and the high-quality training that they receive to ensure that disadvantaged pupils achieve well both academically and personally.

Pupils who are known, or previously known, to social care are supported to achieve well at the school. Leaders work with the pupils, families and a range of external agencies to reduce barriers to their learning.

Personal development and wellbeing

Strong standard ●

The personal development programme is extensive. It is carefully tailored to the school's context and pupils' needs and aspirations. It has been constructed to raise expectations and widen pupils' horizons. The programme is designed to give pupils new experiences and develop positive characteristics. The impact is clear in the outcomes and experiences of all pupils. Pupils increase their independence, build resilience and learn to persevere through both personal and academic challenges.

All pupils have equal access to and participate in interesting and relevant extra-curricular activities. Pupils are given opportunities to develop a range of social skills in a variety of contexts. They learn about people who are different to themselves. Pupils understand the characteristics that are protected by law, such as age, religion and beliefs. Pupils learn about the fundamental British values. They are tolerant and respectful. Pupils enjoy opportunities to develop their talents and interests, such as in sport, music and art.

Staff deliver a suitable and age-appropriate relationships, sex and health education programme effectively. It promotes the use of the correct terminology and deepens pupils' knowledge of these areas. Leaders prioritise health education. Lessons promote pupils' understanding of emotional wellbeing. Staff promote pupils' mental health. Pupils and their families can access additional support when required. Pupils are encouraged to eat healthily and take regular exercise.

Pupils learn how to reduce risks and stay safe. They know how to protect themselves when online and learn about local and national safeguarding issues. Staff know the pupils very well and provide highly effective additional pastoral care when required.

Pupils receive extensive careers education. The school helps them to understand the world of work. They know about colleges. Transition arrangements for college are robust, and preparation for life beyond the school is a key part of the school's curriculum.

Expected standard

Achievement

Expected standard 

The school helps pupils to achieve both academically and personally. Leaders and staff support pupils to develop the knowledge and skills that they will need for future learning and adult life.

Pupils gain the foundational knowledge of communication, reading, writing and mathematics. Staff identify and address any barriers to learning. They take action to close any gaps in pupils' knowledge and skills. Vulnerable pupils, including disadvantaged pupils, make sustained progress from their starting points. Last year, every pupil left with a range of accreditation, including GCSEs, functional skills and vocational qualifications. Every pupil gained qualifications in English and mathematics, and they all moved onto an appropriate college place. Pupils are well prepared for their next steps in education.

Pupils' work is improving over time. However, there is some variation in the quality of the work that they produce in different subjects. Consistently high-quality work is not produced across all subjects in the curriculum.

Attendance and behaviour

Expected standard 

Leaders have an informed and accurate understanding of school attendance. They have established effective strategies to tackle any barriers to regular attendance. Leaders analyse attendance information closely, at whole-school level and for different groups and individuals. They use this to identify any patterns and trends in attendance to address the causes of absence. Consequently, attendance is improving. Most pupils are rarely absent. Some pupils have greatly improved attendance. However, as a result of transport issues, some pupils are occasionally late to school.

Leaders and staff have high expectations of pupils, built on positive relationships and established routines. Relationships across the school are open and respectful. Pupils usually behave well and follow agreed procedures. Some pupils have significantly improved their conduct over time. Suspensions are used appropriately. There are few recorded instances of bullying, and staff deal with it appropriately. Any form of discrimination, harassment, abuse or violence is dealt with quickly, consistently and effectively. Staff manage pupils' behaviour very well. Appropriate adjustments to behaviour strategies generally have a positive impact and help pupils who require additional support to manage their behaviour. Interventions are timely, well chosen and effective.

Curriculum and teaching

Expected standard 

Leaders have an accurate and informed understanding of the curriculum and teaching across the school. They understand the importance of high-quality teaching, supplemented by targeted support. Leaders and staff use a range of appropriate strategies to help all pupils progress through the curriculum.

Staff know how to identify and remove barriers to achievement. They adapt the curriculum and their teaching to meet pupils' needs. These changes are well targeted and effective in removing barriers to learning. They focus upon pupils' long-term success rather than short-term fixes.

Leaders and staff effectively check pupils' understanding, identify gaps in knowledge and make changes to teaching and the curriculum when required. Pupils with different starting points follow an appropriately adapted curriculum that helps to develop the foundational knowledge and skills that they will need for future learning. The suitable curriculum is generally taught well, but there are inconsistencies in staff expectations of what pupils can achieve.

Reading is promoted across the curriculum, and pupils are given many opportunities to read. Those who are at the initial stages of reading receive the help they need to fill gaps in their knowledge through targeted interventions.

Leadership and governance

Expected standard 

Leaders use their detailed and insightful analysis of the school to accurately evaluate the effectiveness of their provision. They know the school's strengths. They identify and prioritise appropriate areas for development. Leaders take effective action to continually improve the provision across all areas of the school. All decisions are taken in the best interests of pupils.

Leaders have established a culture of high expectations for all. They use professional learning as a mechanism to drive developments. Staff are keen to enhance their practice and take responsibility for their own learning. Leaders ensure that staff feel valued and involved in the strategic direction of the school. They promote staff wellbeing and ensure that their workload is manageable.

Leaders and those responsible for governance develop constructive relationships with parents and carers, other schools, the wider community and external professionals. They achieve their aim of 'impacting upon the community' positively.

Those responsible for governance understand their role and use their knowledge and experience to offer appropriate support and challenge to leaders. They help to ensure that the vision, ethos and strategic direction of the school is clearly defined. They have a thorough understanding of how well vulnerable pupils progress at the setting.

What it's like to be a pupil at this school

Pupils enjoy school. They feel happy and safe and know that there are members of staff who will listen to them if they have any concerns. Every pupil has a 'coach' with whom they meet regularly. Pupils and staff have positive and productive relationships. Pupils are supported to raise their aspirations, behave well and re-engage with education. Bullying is rare. Pupils are confident that staff would deal with any instances of unkindness or inappropriate behaviour that may occur. Staff use a range of effective strategies to remove barriers to pupils' learning and wellbeing. Pupils make substantial progress from their starting points.

Pupils enjoy a range of subjects and understand how what they are learning in school will help them in the future. They know that a secure knowledge of reading and mathematics will be beneficial to them in their adult lives. They are well prepared for their next steps. Almost all pupils move on to purposeful and sustained college courses.

Most pupils are rarely absent. Some have significantly improved attendance since joining the school. Pupils understand that regular attendance is important for their learning and future prospects. They also do not want to miss school as they feel a sense of belonging at CP Riverside.

Pupils learn how to stay safe at school, at home and in the community. Staff actively promote pupils' emotional wellbeing and encourage them to take care of themselves. Pupils appreciate the variety of enrichment opportunities that the school provides. Trips and other experiences broaden pupils' horizons and develop their talents and interests.

Next steps

- Leaders should ensure that all staff have high expectations of what every pupil can achieve and adapt their teaching accordingly so that pupils achieve the best possible outcomes.

About this inspection

The school is part of East Midlands Education Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Smith, and overseen by a board of trustees, chaired by Ann Witheford.

Inspectors carried out this full inspection under section 5 of the Education Act.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal and the three assistant principals. They also spoke with the chair of trustees, the CEO, the deputy CEO, two governors, one of whom is the chair of

the local governing body, other staff and pupils.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school does not make use of any alternative provision.

At the time of the inspection, there were 46 pupils on roll. The majority were dual registered with the commissioning school.

Principal: Mark Eyre

Lead inspector:

Simon Mosley, Ofsted Inspector

Team inspector:

Stephen Long, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

School and pupil context

Total pupils

5

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

School capacity

50

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

Pupils eligible for free school meals (FSM)

25.0%

What does this mean?

The proportion of pupils eligible for free school meals.

Pupils with an education, health and care (EHC) plan

20.00%

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

Pupils with special educational needs (SEN) support

20.00%

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school
2024/25 (3 term)	S
2023/24 (3 term)	28.7%
2022/23 (3 term)	28.9%

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school
2024/25 (3 term)	S
2023/24 (3 term)	78.1%
2022/23 (3 term)	88.1%

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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