



30th January 2018

Mr Gavin Farrell
Headteacher
Crown Lane Primary School
Crown Lane
Streatham
London
SW16 3HX

Centre of Excellence Review Date: 18th January 2018

Summary:

Inclusive practice has continued to develop at Crown Lane since their last COE review. Inclusion plays a central role in the life of Crown Lane and is led extremely well by the Headteacher, Inclusion Manager and her team. They are knowledgeable about their pupils and their families and keep themselves abreast of all new developments within inclusion. Crown Lane has been asked by the local authority to lead the way in ensuring that the school is transgender friendly. This is new territory for Lambeth and for Inclusion in primary schools in general and Crown Lane are proud to have been asked to lead the way.

A third of the pupils at the school have an SEN support plan, there are 23 EHCPs and 14 pupils who attend the ASD centre which is part of the school. Teachers and parents are supported by two SENCOs and both the Headteacher and Inclusion Manager have SENCO experience. This bank of knowledge ensures that SEN pupils are well targeted and that those taking part in interventions make good progress.

Communication is a strength of the school, staff feel that they are well informed and listened to. There are weekly briefings for teachers and support staff as well as regular updates for the Inclusion Team, for example, the Family Link Worker, Children Centre Leader and Inclusion Manager meet regularly to ensure that families are well targeted. A parent described the excellent communication links between herself and her son's 1:1 Teaching Assistant. A *SENCO surgery* is available at all times for parents or staff to email the SENCO with any queries or concerns they might have.

Crown Lane works closely with several local primary and secondary schools, sharing resources and expertise. There are also close community links with both the police and fire service. The Inclusion Manager also works closely with the EP, SALT, CAMHS, OT and the Visual Impairment support team. The Headteacher also spoke of the support given to the school by the local authority and in particular by the School Improvement Advisor.

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Parents feel extremely well supported by the staff at Crown Lane. There is a growing PTA and the Parents' Forum offers an opportunity for parents and carers to make suggestions on school policy. Parents feel that they are listened to and that their children are treated as individuals. One mum described her child as being, "volatile, unpredictable and aggressive", but felt that the Inclusion Team had helped him to make a "complete turnaround!" Parents also spoke of the support that they themselves received from the Inclusion Team, including help with documentation, with learning English and with their own mental health issues. Several parents said that despite moving from the school's catchment area, they would prefer to travel than leave, as they, "wouldn't get this level of support anywhere else!" Another parent described how the school helped her through her attachment anxiety, calling her after lunch each day to let know how her son was doing. Parents appreciate the Headteacher/Senior Leadership Team members positioning themselves on the gate each morning and they felt that any issues were resolved quickly. They feel welcome to come and work in the school as volunteers in classes or to support pupils on trips. Parents feel that the children work well together and that there is an excellent sense of community within the school.

The school is well resourced. There is an ICT room and an ICT technician. Pupils in year 5 and 6 are well trained as Digital Leaders and support teachers in their ICT lessons. The new website is easy to access and includes a translation tool. The Children's Centre offers a great variety of activities for parents and young children including Little Diggers Gardening Club, a Brunch club and an ESOL and Active Citizenship Course. There is also a well-resourced library and all classes have their own book area.

The wallboards in classrooms and in the corridors, show good work. The Writer of the Week board is used to display excellent extended writing. The children are presented with certificates in assembly if their work makes it to this board. Each class runs a reward system attached to a class budget, the children choose what they would like to do with their budget.

Governors play a key role in the life of Crown Lane and the Headteacher is keen for them to drop in and see the "real" Crown Lane whenever possible. The governors are a good mix of those in education and business. Inclusion is on the agenda at full governing body meetings and the governors are party to the data collected on both the SEN pupils and the gifted and talented pupils, as well as the PPG pupils and targeted groups. One parent governor is particularly proactive in the life of the school and even volunteers for gate duty with the Senior Leadership team. The Whole School Development Plan puts inclusion clearly at a centre point at Crown Lane, with sections on becoming Stonewall School Champions, E-Safety and the promotion of British Values, as well as an action to ensure that EVERY adult in the school reads with a targeted child! The children are proud to attend Crown Lane. A learning walk, showed excellent learning behaviours, with all children focused on their work and their teacher. In order to make accelerated progress the school has introduced interventions such as a KS1 higher achiever writers' group.

The children spoken to were a credit to the school. They appreciate that there are many activities after school for their enjoyment, including Brazilian Dance, art and football. The pupils also feel that there is support for those children who need it from teachers, Teaching Assistants and mentors, they felt that there is always someone to talk to. They

discussed opportunities for those pupils who were gifted and talented, describing additional responsibilities, extra booster groups and clubs. They are aspirational, wanting to be lawyers, architects and authors. They enjoy art and music at school and are given opportunities to pursue this with such activities as singing at The Royal Festival Hall. The Digital Leaders spoke of visits to CLC and the projects that they had worked on in order to enhance their learning. They also spoke about E-safety week and their roles within it. Peer mediators are well trained and help to solve problems between pupils at lunchtimes. These children are easily visible in their special yellow sweatshirts. A year 6 pupil spoke beautifully, explaining that when she had started the school, two years earlier, she did not speak English and didn't have any friends. Things are clearly very different for her now!

Following last years' KS2 results, Maths has become a focus for the school. There has been an overhaul of planning and the introduction of Maths Mastery and booster classes.

It is the little additions that make this school truly inclusive, for example, the Breakfast Club is part of a scheme called Magic Breakfast, Year 5 and 6 eat free. The Inclusion Manager had requested additional bagels from the scheme, these are now delivered daily and are left out before school so that ANY child can pick one up on the way to class. No child has to start the day hungry. Every day, the bagel tray is emptied, showing that there is an additional need.

Crown Lane is forward thinking in terms of its inclusion, focusing on the individual in order to get the best out of their children. Parents, governors, staff and children are proud to be a part of Crown Lane life.

The Headteacher, Inclusion Manager and Inclusion Team at Crown Lane are continually striving to improve and extend their inclusive practice. They have an excellent reputation for inclusion within their borough and are keen to share their great practice with others. During the past year the school team has worked hard to meet their COE targets and Crown Lane deserves to hold the title of Centre of Excellence.

Assessor: Jo Hussey

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



Sources of data:

Information on Crown Lane was gathered from meetings during the assessment day with:-

- The Headteacher
- Inclusion Manager and Inclusion Team, including mentors, family link worker, Children's Centre lead.
- Teachers and Teaching Assistants.
- Parents
- Governors
- Pupils

Observations of mentoring, a session in the ASD unit and a learning walk through the school with the Inclusion Manager.

Observation of a whole school assembly led by the head teacher.

Scrutiny of the relevant paperwork including IQM COE paperwork, the whole school development plan, policies and plans available on the school website.

Assessor's Commentary

- Development of ESOL classes for parents

Crown Lane runs a variety of lessons and groups for parents, often with an emphasis on improving spoken and written English. One parent discussed the groups that she had been a part of over the last year, including a sewing, literacy and numeracy group. She also felt that this was a great way to make new friends as well as improving her literacy skills in order to help her son. Crown Lane are supported in their running of courses by the local authority. They aim to continue and expand these courses throughout this academic year.

- Develop a structured PTA

The PTA were meeting during the review visit. They explained that there is now a small core group of members who do the main organisation and planning, but that many parents are willing to volunteer for specific occasions and events. They have already run several successful events including summer and Christmas fayres, an Easter egg hunt and a ball.

- Develop a Parent Forum

The forum is led by a class teacher who explained how the forum had changed during the year, from a meeting where parents came to complain, to one where the parents come to help move the school on, with ideas for strategy and future support. The forum is well attended.



- Develop a new website.

The new website is up and running and very easy to access. It has a translation tool so that it is accessible to more parents. All legal documentation is easily accessible. It gives a clear picture of all that happens at Crown Lane.

- Further Develop Pupil Translators/interpreters.

Children are often used to translate for parents. Crown Lane has further developed this by having pupils with iPads on the school gates to help EAL parents with questionnaires etc. The children are proud of their role as translators.

- Make close links between the ASD unit and the mainstream school.

The new ASD Centre is now up and running. Depending on their needs, some children remain in the Centre all day, whilst others move between a mainstream class and the Centre. The lead teacher in the Centre is available to give support to staff who have pupils with ASD in their class.

- Develop Outdoor Learning:

The staff appreciate that the school grounds are restricted and so use the local parks and common whenever possible. They ensure that each year group accesses forest schools. The EYFS pupils have a lovely outdoor area, which enhances their learning. Each classroom on the lower floor has a small outdoor area which includes a growing area.

Further Action

Further to discussions with the Headteacher and Inclusion Manager, the targets for the following year will include:-

1. Staff development

- Further develop the knowledge of the staff in relation to pupils with ASD. Use visits to and support from Baston House.
- Ensure that more staff have been trained in positive handling.

Crown Lane might also like to consider visits to other mainstream schools with attached ASD or MLD units as part of the professional development of their ASD centre staff.

2. Supporting Parents:

Parents are well supported both by the school and the children's centre. The school intends to continue the variety of training courses that they now run but would like



to further develop this by encouraging parents to go back to work. They aim to run courses specifically for this, for example, a hair and beauty course. Crown Lane

might also like to consider working alongside a company such as SMART Training, to offer free NVQ qualifications to parents.

3. Targeted Groups:

During the past year Crown Lane has worked hard to ensure that their growing population of Muslim children feel fully integrated and accepted within the school. This has included celebrations of EID and ensuring that school lunches are accessible for all. The school would like to continue with this focus.

4. New Initiatives:

- Train, plan and run Story Slam within school.
- This initiative is new to England, originating in the USA and involves the children writing and presenting short stories. Crown Lane feel that the initiative will help improve both literacy and communication skills. Crown Lane has been asked to lead this in Lambeth.
- Become a transgender friendly school and support other London primary schools to do the same.

Assessor: Jo Hussey

Date of Review: 18th January 2018