



Inclusion Quality Mark (UK) Ltd

26th January 2017

Mr Gavin Farrell
Head Teacher
Crown Lane Primary School
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London
SW16 3HX

Centre of Excellence Review Date: 20th January 2017

Summary

A lot of developmental work has taken place in the last year since the IQM COE assessment. The new Head teacher, who took up his post in September 2016, explained with enthusiasm the strengths of the school and its excellent inclusive practices and the developments he is working on that build on this practice, to move the school forward. Developments so far have included the introduction of a new start to the day, which involves a 9.00 am prompt start with all children in Reception and Year 1 starting their phonics groups at this time. Parents now drop their children off on time and attendance and punctuality has improved as a result. Teachers are available to speak to parents at the end of the day for half an hour and specific support staff are available to speak to them in the mornings where needed. The Head has also changed the management structure to make it less hierarchical with one deputy head and a number of Phase Leaders for Lower, Middle and Upper School now included in SLT. He has an open door approach to staff who can come in and discuss developments and issues of concern in an open, frank, supportive environment.

Teaching and support staff are valued for their skills and expertise: the environment for learning is very positive with excellent display in the classrooms and corridors and the best use is made of classroom and other spaces to undertake group work and interventions. Lessons are planned in detail, ensuring they are interesting and challenging for everyone and there are many imaginative and exciting activities planned for pupils. A tour of lessons on the day with the Head teacher highlighted excellent interaction between pupils and between staff and pupils; the use of interactive white boards and mini white boards to support learning; paired discussion and group work with excellent support provided by support staff and superb behaviour throughout. The ASD resource base provides a very secure nurturing environment for the children, who are also integrated into mainstream lessons where appropriate. The SENCO works hard to ensure that all teachers are aware of the different ways in which they can meet the needs of children with SEND in their classes and she has provided them with an extensive file of suggested strategies as well as with support and training at staff meetings. She will monitor the success of this work through lesson observations in the coming year.

Support staff play a vital role in the school, leading projects and clubs, planning and implementing interventions, supporting in class and providing crucial support, for pupils and their parents. In this school staff are proactive, flexible and motivated and their ideas are valued. In classes teachers and support staff work very well together, supporting the different needs of pupils' in small groups. Support staff spoken to explained the very supportive nature of the school and how they are able to access advice and guidance through the very open and positive staff relationships in the school. They know they are listened to and are valued by the school and, as result, they are self-confident and motivated and work very hard as a team to do their very best for the children. One member of support staff leads on the development of Makaton within the school with great success. She has led assemblies and produced displays and now all staff and children are using it. Parents are also involved and there is a club to further develop skills in signing. She is now extending this to the local community to enable children with SEND to communicate when they visit the local shops and other local places. Another experienced member of support staff has this year moved into the area of SEND and she works in a proactive and positive way with her 3 pupils and also provides excellent support and advice for their parents. She explained how everything is accessible for staff and how all staff are willing to help each other. Support staff are continually developing their qualifications, skills and expertise and they are able to access the training that they need to move forward. In the coming year two members of support staff will receive a week's training in dealing with very challenging behaviour and they will then disseminate this to the rest of the staff, including teaching staff.

The school is multi lingual and has significant numbers of bilingual learners. It has done a lot of work to highlight the home languages spoken by pupils in the school and to give children a role in supporting others using their language skills. Pupil interpreters are proud to support new arrivals and this role has encouraged pupils' pride in their own home languages and in being bilingual. Support staff are now being trained as interpreters and translators in various key languages such as Polish and Portuguese. Upon arrival bilingual learners are provided with a bilingual dictionary and a booklet to help them to access learning both at home and in school. Pupils are provided with small group sessions twice per week to develop their English outside the classroom. In addition, this year, a group of TAs have been given training on best practice in working with bilingual learners. They will support teachers in planning to meet the needs of bilingual learners in mainstream classes. This work will be monitored termly by the Inclusion Manager to ensure that the children's needs are well catered for. Next steps will include year 6 buddies helping to support bilingual children to understand English and to settle into school through speaking and reading sessions twice per week. This promotion of languages and bilingualism is having a very positive impact within the school. In addition bilingual parents have been encouraged to participate in school life through various clubs and workshops as well as ESOL classes for parents and grandparents at levels 1 and 2, which have been very positively received. This work has been led by the school's children's centre and outreach staff.

This excellent work with all parents and the community will continue to be developed in the coming year with a variety of classes and activities planned, including family learning, gardening, money matters, family cookery, forest school sessions for child minders, computer support, nail care and beauty and 'discover your potential' with support for parents to get into work. The school works very closely with parents and

involves them in its work in many ways. This year the school has continued to develop family learning opportunities through a number of workshops for parents on aspects of learning to help them to support their children at home. The work of the family link worker, children's centre staff, and outreach staff in coordinating the work with parents, families and the community is crucial in its success with families receiving extensive support with many of the problems they face in this area of significant deprivation. Support on issues such as housing, food and mental health issues is absolutely crucial to these families and the school gives them the support they need, for example, by referral to appropriate services, to move their lives forward. Family learning projects have been very positive with a mosaic created in the past year by children and parents working together. Parents of children with SEND are given extensive support in upskilling them to support their children at home, for example by using 'communicate in print'. Support includes coffee mornings and home visits. In addition, the Head teacher has relaunched the PTA, which plans events and raises funds and the Parent Forum is about to be relaunched to ensure parents have a clear voice in the school and are listened to and their concerns addressed.

This is a reflective community where very interesting developmental work takes place to ensure strategies meet the needs of pupils. On a wider level, the school works closely with the other school in its cluster, on aspects of CPD and sharing good practice. The school is further developing its training for support staff with particular reference to looking into the different routes into teaching that may be appropriate for some staff.

The school's excellent inclusive practice for children with ASD will be enhanced by the new building for the resource base and this should be an area of expertise on which the school is able to disseminate its excellent practice on a wider level, while also sharing expertise on working with children with ASD across the school.

Exceptional features of this school include the overall ethos of supporting and developing the abilities and talents of all children with a clear focus on meeting individual needs; the superb work with families facing difficult circumstances; the exceptional support for pupils with SEND, including those in the resource base as well as those in mainstream and the excellent teamwork, expertise and commitment to children and families shown by all staff.

Assessor: Pauline Roberts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Assessor Commentary re Future Targets:

1. The school will continue its work with parents and will further develop the courses and workshops available to them. This will include further ESOL classes for parents and work to engage Somali women with the school. The PTA and Parent Forum will also be a focus for the new Head teacher in developing the links with parents and listening to their concerns. The school is developing a new website, which will be simplified, will include a translation tool and will be much more user friendly for parents. The school also plans a library for parents and a book club to engage them in reading and writing for pleasure. These developments will further enhance the already excellent work with parents and the local community.
2. The school's excellent work on celebrating bilingualism and the work of the staff and pupil translators/interpreters will also continue in the coming year with TAs being trained to work with Polish, Portuguese and other children and families. The school will seek external funding for this work.
3. The school's new building for its resource base is due to open in March 2017. This will be a wonderful resource for the children with ASD enabling 15 children to be supported as well as others from mainstream classes that the school knows need the support from this base. In addition, the school is willing to take more than 15 pupils with ASD into its resource base if needed by the LA. This is a hugely important resource for the LA.
4. The SENCO will prioritise working with teachers to ensure they all have the repertoire of skills needed to support all children with SEND in their classes. She will use the results of observations to provide action points and training for staff.
5. Two members of support staff will be trained in 'team teach' for dealing with challenging behaviour from children with ASD, ADHD etc. They will then train the rest of the staff on an in-house basis.
6. Senior staff and middle leaders will undertake training on the NPQSL to further develop the skills of middle and senior leaders within the school.
7. The school wishes to develop outdoor learning and will train staff to run forest school sessions on the local common. It will also prioritise improving some of the outdoor learning spaces at the school to further enable literacy and other activities to take place outside.

Sources of Data

Meeting with the new Head teacher re developments in the last year and future plans, meeting the SENCO; visiting classrooms and intervention spaces in a range of year groups; meeting the TA responsible for speech and language and Makaton across the school; meeting a TA who works with 3 individual children with SEND and leads intervention groups on Read, Write, Inc. and perusal of relevant documentation.



IQM Self-Evaluation Report



Recommendation

The school is continually developing its excellent practice on inclusion. I recommend that the school continues to hold Centre of Excellence status, is reviewed in one year's time and moves towards Flagship status at its next assessment in two years' time.

Further Developments Agreed after Discussion

I am very happy to support the school's areas for development as outlined in the assessment commentary in the first section of this report. An updated action plan will be completed by the school in the coming weeks.

Assessor: Pauline Roberts

Date of Review: 20th January 2017