



24<sup>th</sup> January 2020

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

**COE Review Date: 16<sup>th</sup> January 2020**

## Summary

Crown Lane remains a very inclusive school. Its successes with SEN pupils are mirrored in the number of requests from the local authority for places in both their resource base and in the mainstream. 24% of pupils are registered as having SEN. The scores at the end of KS2 continue rise and in 2019 were all above national.

Crown Lane continues to support not only its pupils but also its families, signposting parents for early help support. One parent said that the school showed, "Real attention and care to parents and their needs."

Communication with stakeholders is excellent. Staff feel that their regular staff meetings and briefings ensure that everybody is kept in the loop. Parents appreciate the Headteacher and senior leaders being at the gates every morning to answer their queries and feel that letters home and emails are frequent and informative and that teachers are accessible and communicate well with them. One parent said that she felt that the staff "know everyone." It was also clear from comments that incidents and queries are dealt with "then and there."

The school has a successful PTA run by a small group of committed parents but supported in events by many more. The PTA has raised a substantial amount of money this year, some of which has been used to fund extracurricular activities including visits by an author, trips to the pantomime and the purchase of musical instruments and play equipment. As well as raising money for the school they feel that these events "bring the community together." Parents are made to feel welcome at Crown Lane with opportunities to attend Parent Forums, welcome meetings and topic mornings - which give them the opportunity to spend time in class with their children.

Parents of pupils with SEN feel that their children are accepted and understood at Crown Lane. One parent said that despite having to fight to get her child an EHCP at a previous school, she had almost forgotten about it at Crown Lane because the school goes above and beyond for her daughter and for their family she felt that moving her daughter to Crown Lane had been "life changing!"

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### Award Offices

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The newly appointed Co-Chairs of Governors have a vision of what is needed to support Crown Lane. Non-Staff Governors visit the school often and have a clear picture of its daily routine. Regular visits to school is an expectation for all Governors.

The children feel cared for and safe at Crown Lane. “Our school is very inclusive and nobody is left out. If there is bullying, they (the staff) jump on it.” The pupils discussed their favourite lessons including maths, English, science, geography and IT lessons in which they had learnt coding and how to use micro bits. They confidently spoke about e-safety and how to avoid “scams and hacking” and knew not to give their details to anybody they didn’t know. The children felt that behaviour in school was excellent and that the staff were always trying to improve it by “encouraging friendship.” The children spoke of the many extracurricular opportunities on offer to them including residential trips, visits to the beach, to forest school and to the local fire station. They also discussed clubs such as the social enterprise club which they described as being Crown Lane’s version of The Dragon’s Den. They enjoy choir and the many sports clubs on offer to them.

Throughout the year, there are opportunities to celebrate successes; the older children were waiting to hear if they had been successful in their bids to be prefects. The children discussed Certificate of Excellence and Attendance assemblies, they also discussed the wallboard which showed photographs of new pupils; feeling that their school was extremely welcoming to anybody new.

Crown Lane supports confidence and resilience through the Dot Com Programme and through workshops on gangs/prevent, bikeability, fire safety, transport safety and through transition programmes.

The school works very closely with a speech and language therapist who along with two trained assistants are able to support the 45 pupils on their current caseload. They also help promote the use of Makaton across the school.

The 44% of pupils with EAL are well supported within the classrooms and are encouraged to use the Flash Academy app outside of school. The school has many resources for teachers and a good many dual language books. Each week the children have a focus on *The Language of The Week* alongside their MFL work on Spanish. One pupil, who had arrived at the school a year earlier from Brazil with no English, proudly explained how she is now bilingual, demonstrating how she could write in both English and Portuguese.

During the summer holidays, two teachers visited a school in Tanzania through the Connecting Schools programme. The focus for the teachers was on UN sustainable goals and through teaching about their visit the children have learnt a great deal about their partnered school and life in Tanzania. There are plans for the Tanzanian teachers to have a return visit to Crown Lane during the summer term.

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Crown Lane successfully bid for a grant to totally renovate their toilets. The gender neutral infant toilets have been finished and work on the junior toilets is underway. The children are very pleased about this work and proud to show it off.

Crown Lane works closely with many of its partners, including The South London Schools Partnership, Lambeth Teaching Schools Alliance, Lambeth Music Services and Fit for Sport.

The Headteacher, Inclusion manager and staff at Crown Lane are continually striving to improve, extend and share their inclusive practise. Inclusion remains at the centre of the school's ethos and therefore deserves to hold the title of Centre of Excellence.

Crown Lane Primary School has made good progress in its first year as an IQM Centre of Excellence, with inclusion remaining high on the agenda. As such, I recommend that the school continues to hold IQM Centre of Excellence status and is reviewed again in 12 months' time.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

**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

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## Sources of Data

- IQM Paperwork
- IDSR
- School SEF
- School Website
- Previous IQM report

## Information on Crown Lane was gathered from;

Meetings during the assessment day with:

- The Headteacher
- Inclusion Manager/SENCO
- Senior Leaders including the business manager
- Teachers, TAs and members of the pastoral team
- Parents
- Governors
- Pupils

## Observations of:

- **A 1:1 session in reception.**
  - The TA worked with a child with very little language, supporting him with repetition and signs.
  - There are many children in the current reception class with severe needs including 3 who are supported by the feeding clinic. Most are undiagnosed.
- **A maths lesson which included a child with sight difficulties.**
  - The Year 6 child worked in the mainstream classroom supported by a TA. She used Connect 12 equipment, including an electronic magnifier, which allowed her to access the lesson along with her peers.
- A learning walk through the school with two Year 6 pupils.



## **Assessors Commentary on Main Sections in IQM COE action plans.**

### **Staff Development**

After a significant restructure in the previous academic year, there has been a great deal of staff development at Crown Lane, with training led both by staff and out of school providers. Crown Lane has invested a great deal of money in this. This has included phase leaders taking part in the NPQSL programme, resulting in some promotion to Assistant Headship. The SENCO has also begun the NaSENCo award. All members of the SLT are trained in safeguarding.

Within the pastoral team a mentor has received ELSA training. The site staff have received training in critical incidents and there has been whole school training in PE, Read Write Inc and Phonics. As a result of the restructure and training there is clear vision for Crown Lane.

### **ASD Unit Targeted Groups**

A great deal of training has taken place this year based on the expertise of the resource base. TAs were trained in delivering occupational therapy life skills to groups of children, this included scissors skills, cutlery skills etc. The TAs found that in general, the children needed fewer sessions than they had originally planned in order to master these skills and as a result many more children were able to access this intervention.

SEN TAs have also received pen portrait training so that all children with additional needs now have one. These have proved very useful for supply teachers and new members of staff.

The ASD Base lead took part in Early Bird ASD training this year, supporting a specific family and whilst she was familiar with the course, she felt that it gave her a good opportunity to reflect on her own practice and from it she has introduced some new techniques around visuals.

Children from the Base and other pupils with EHCPs have also been lucky in receiving dance lessons from RADiate this year (The Royal Academy of Dance). Staff feel that the children have gained a huge amount of confidence from the project and that it has brought with it many success stories.

The staff in the ASD Base have worked closely with the speech and language therapist putting together a programme for transition to high school.

Alongside this, the lead teacher of the ASD Base has been working more closely with class teachers. Almost all pupils from the Base are part of mainstream classes in the morning, this has given her the opportunity to demonstrate how best these children can be helped within the classroom. She demonstrates teaching, offers suggestions and monitors feedback. This has been very successful, not just for the children who are part of the Base, but for other pupils with SEN as teachers have become more confident in teaching children with needs.



## **Improving the outside experience**

Crown Lane has already made big changes to one of their playgrounds in order to facilitate better play and has successfully received funding to work on their second playground. This will include improvements in the pond area as well as an outdoor library and further green screens, both to aid the environment and to make a clearer barrier between the school and the public walk way. The children were able to explain why more green screens would improve the local air quality. The school has two new site staff both of whom have taken part in training in order to work alongside classes teaching them about the environment. One of the site staff has been trained as part of the Natural Thinker project which aims to “Raise achievement, health and well-being.” Despite having a small external footprint, the school are keen to give the children more opportunities for outdoor learning.

## **Staff Wellbeing**

The rigorous restructure of the previous academic year unsurprisingly had an effect on staff morale. The senior leaders were keen to bring the staff together organising evenings so that they could spend time to together as a team in a more informal setting, this included pizza and film evenings.

Crown Lane also bought into a Staff Well-being service which offers support in areas such as mortgage and finances etc, as well as offering support through counselling.

Staff workload has been considered and changes made to the marking and monitoring policy, in order to lighten the load. Staff meetings have also been shortened and assessment put onto the FFT system in order to save staff time. The staff said that this overhaul has led to, “less work which is more meaningful.”

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

### **To improve the school assessment system by introducing Bsquared across the school.**

This package is currently being used within the Resource Base only. The Base lead will take several staff meetings in order to share her knowledge with the rest of the staff who will then be able to assess those Base children who are in their mainstream class and if necessary use the system to assess other SEN pupils within their classes. (This links to an IQM cluster meeting focus.)

### **Calm and Ready to Learn OT project.**

The staff at Crown Lane recognise that transition from play to lessons can be very difficult for some pupils, particularly those children who have undiagnosed issues. This project, which will initially be run in one class and then expanded to fit the whole school, will look at strategies to combat this, enabling the children to settle more quickly after a transition and in the long term to increase the time for learning.



### **Raising the profile of the school in the local area.**

The local authority considers Crown Lane to be extremely inclusive and as such signposts families of children with needs to the school. The management team would like the local community to know about their skills in this area and as such is looking to rewrite its vision and to promote it on their website.

The local authority have arranged a meeting to discuss the various SEN units within the borough, to ensure that each has a specific entry profile and in order to encourage the units to share good practice with one another. This will be the first of such meetings and Crown Lane are keen to make links with the other units and to guarantee that these meetings occur frequently.

### **IQM Cluster Group: 24 Carat, lead: Dave Stott**

Crown Lane has sent a representative to two of the three IQM cluster meetings this year. They have found the sessions very interesting and have brought ideas back to their school - including the enhancement of Bsquared as an assessment tool.

**Assessor: Jo Hussey**

**Date of Review: 16<sup>th</sup> January 2020**