

16th October 2017

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London SW19 6QT



Review Date: 28th September 2017

Summary

The school has continued to deepen and strengthen its core inclusive strategies over the last year since the IQM review. This has included continuing to develop and enhance the school's inclusive practice in a variety of aspects, including teaching and learning, pupil voice, staff development, support and strategies for pupils with ASD and the school's partnership work with parents.

This has been a very positive year for the school and, despite significant staffing issues due to maternity leave, it has continued to grow in strength and to flourish. This is a mark of the excellent, positive leadership of the head teacher and deputy and also of the wonderful teamwork of all staff who support each other and the pupils and parents in every way they can.

A tour of the school highlighted the exceptional behaviour and learning attitudes of pupils: in all classes pupils were fully engaged in learning with many examples of peer talk and group work seen. Circle time/class assemblies are also an excellent feature of the work of this school. Three examples observed on the day, displayed the excellent strategies teachers use to engage pupils in discussion about the school's core values as well as about issues of concern to the pupils via the school council.

In nursery, a wonderful circle time song was led by the EY coordinator, who is also the music coordinator, which displayed the excellent way in which music is used to engage pupils in this school. Children in the nursery, many of whom speak no English on arrival were all focused on singing or listening intently to the song, with actions and props, which taught them the names of several fruit and colours. It also highlighted the emphasis that the school puts on enjoyment and active engagement in learning.

The three year 6 classes were engaged in their 'big write' activity. Not a sound was heard only the calming music in the background as the children focused completely on their piece of writing where they had to be the ball in their story, based on their Japanese topic. One pupil explained the piece with confidence and another pupil, who has struggled with spelling, read aloud her piece of writing with pride and self-confidence. Display in classrooms and corridors, adds to the wonderful learning ambience in the school.

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The school has further developed the role of pupil leaders this year. Such roles include the School Council, Rights Respecting Group and Eco Council, which have recently been combined to enable joint projects to take place. These groups meet regularly and the pupils in them have developed and led several initiatives within the school over the past year, including a deforestation project and a refugee project. Pupils decided on the projects they wanted to work on themselves and they decided to invite a government minister to discuss the important issues arising. Justine Greening visited the school and met with the pupils to discuss issues around deforestation. She was very impressed with their work and showed it at a conference on the issue.

Pupils also raised awareness and a significant amount of money for Syrian refugees through a 'build a den day' in which all classes participated. Children have been involved, through the Rights Respecting Campaign, in increasing awareness of the rights that children have and how these apply to their behaviour in the classroom and around the school. Pupils spoken to were very keen to describe these projects as well as their exciting topics and how they learn with help from their peers. They also described their musical and sporting opportunities, the trips, rewards and the variety of clubs detailing why they love their school and the rich opportunities it provides for them.

The school prioritises supporting and encouraging pupils to develop their self-confidence in many ways, including through undertaking projects and in taking on leadership roles. Pupils spoken to were happy, friendly, motivated, positive and self-confident, expressed their opinions clearly and gave very positive views of their school. Comments from pupils included, "Our school encourages friendship and education that helps everyone", "It gives lots of opportunities to go on trips, to participate in musical events and to learn more in this way", "Students and teachers make me feel safe and they help our brains to grow through friendship and work", "We have good manners, for example, we hold the door and we say please and thank you in the lunch hall. We also have a great chef who has won a competition and we are very proud of her". Pupils were keen to describe some of the many exciting events they have participated in at this school, for example, a trip to the Houses of Parliament, concerts at the Royal Albert Hall and the Royal Festival Hall and a 5-day sports' event with Kings' College. Children were able to explain how they are helped to learn in the classroom through accessing resources and peer support in their lessons and are keen to explain the '4Bs before me' system.

The school works very closely with parents, who are involved in its life in many ways. The 'lodge' continues to be used as a parent base with a variety of sessions taking place every week, including various crafts, international food, piano lessons and practical sessions, such as CV writing, based around the needs and suggestions of parents. The school is in an area of significant deprivation and, as a result, the extensive support the school provides for children and their families is crucial in the lives of the community it serves. Parents attend the weekly coffee mornings and workshops in significant numbers and they are delighted with the support, including peer support it provides. The school is very keen to involve all the different cultural groups in the school and it does this very successfully by listening and reaching out to everyone. As a result, parents, who may have been isolated through language or culture, are now mixing with others across cultures and learning from each other. A parenting course attended by a variety of parents, including a single father, was very successful in enabling parents to

explore and discuss issues around puberty. There is a range of other activities and meetings for parents, including curriculum based workshops and sessions for parents of children with SEND. Recently the FOSS, friends' group, has really taken off with the leadership of a parent and the school's learning mentor, and is now actively engaged in raising funds for the school and its linked charities. This year the development of the website, a Facebook page and a twitter account have all added to parental involvement in the school through improved communication. The school should be congratulated for its success in building this partnership with parents, which has not been easy to achieve and has involved all staff in working very positively with parents and encouraging their involvement in the life of the school in diverse ways. This work will continue in the coming year with the learning mentor wishing to recruit parent ambassadors who speak the languages represented in the community to support new parents and those who need help to become engaged. Parents spoken to on the day were very happy with communication at the school and with the support for their children's needs. Parents spoken to could not speak more highly of the staff at the school who go out of their way to meet their needs. One recently bereaved parent wanted to praise and show her gratitude for the very sensitive and caring approach staff have taken to helping her young children to cope with the terrible loss of their parent as well as the extensive support she has received in coping with life on her own, including dealing with the practicalities of life. A single father described the support he has received, " This is a fantastic school: the learning mentor and safeguarding are fantastic and so are the teachers. It's a very good community where other children have helped my child as well". Another parent explained how the school listened to her concerns about her child and have ensured that his needs have been carefully investigated and appropriate support provided. A parent of a child in Cherry Trees class, the ASD base, was unable to attend the meeting but wrote to me specially to describe their feelings about the school, "This is our son's 3rd year here and the tremendous transformation in his behaviour, development and self-confidence is beyond our wildest expectations".

Teaching and support staff work very well together as a cohesive team, providing crucial support, for pupils with varying needs. Staff are helped to develop their skills through excellent CPD and staffing issues this year have enabled less experienced staff to successfully take on posts of responsibility, which they are very pleased to do. The school's 4 NQTs are fully supported in the school and the deputy head's half termly magazine of teaching strategies to help staff to share good practice is an excellent resource. The school's support for children with ASD in Cherry Tree Class, has made strides forward this year with all children being integrated into mainstream classes for part of the day. The positive approach of class teachers and support staff to this work is a typical example of the overall approach of staff here. The new manager of the base has been welcomed in leading this development and she in turn is providing excellent leadership and support to staff with advice on strategies and targets to ensure that children get the very best support both in the base and in their mainstream classes. The strategy, while new, is already having a very positive impact with children showing self-confidence and enjoyment during their time in mainstream. In classes teachers and support staff work very well together, supporting the different needs of pupils in small groups or individually and all staff take responsibility for behaviour in the class. The lead TA has introduced a new reflection sheet system to support behaviour. Staff are very happy with the new strategy, which enables a child to reflect with a prompt sheet for 15 minutes out of class and to then return to class for a fresh start, "We give them

strategies to be used next time and we also act these out for them in assemblies with staff playing the role of the children. When they return from reflection, they engage again in learning”, “Behaviour is so good here because of the engaging, creative curriculum and we all have very high expectations of behaviour from everyone”, “We have a dialogue with children and we find out their interests”. Staff are also very proud of the development of the FOSS group and of the role of pupil voice in the school, “ They understand their rights and ensure they have the right to be heard”. It is also 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 schools in the borough of Wandsworth, on various aspects of CPD and sharing good practice. The school continues to support initial teacher training by providing placements for students. The Learning Mentor, who has extensive experience at the school and with the community continues to play a crucial role in the school, supporting many pupils, leading the flourishing breakfast club and, in her new additional role of organising the FOSS group, providing much support for parents and families too. She is able to work flexibly according to pupils’ needs and knows the pupils very well. The ‘Fir Room’ continues to be a wonderful resource, providing a very calm space where pupils can find a peaceful, quiet space to reflect and have some time out of class. The safeguarding lead continues to provide exceptional support for needy children and families.

Exceptional features of this school continue to include the overall ethos of supporting and developing the self-confidence of all children by a relentless focus on meeting individual needs and building on the individual skills, hobbies and strengths of each child; the excellent behavior and caring attitudes of pupils; the excellent teamwork and reflective practice of teaching and support staff; the outstanding work of the ASD base; the excellent work with parents and the overall positive ethos of inclusion in this inspirational school.

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:

Meeting the head teacher and IQM coordinator; undertaking a learning walk of all classrooms with the deputy head; attending class assemblies/circle time in years 4 and 6 and nursery; meeting a group of staff; meeting with a group of pupils, meeting a group of parents and perusal of documentation.

Assessor Commentary re future targets:

- The school wishes to further develop pupil voice in the school by involving children in leading their own assemblies and publishing their own newsletters. They will also be represented at governors and trust meetings. The work to incorporate learning powers into class behaviour levels should also enhance the work on pupil voice.
- There will be on-going training on the development and use of resources for children with SEND in mainstream classes. This should further support the integration of children from the base into mainstream, which is already working very well this year. Training for staff on the use of ICT apps to support inclusion will further enhance this work.
- The school will continue its excellent work on the Rights Respecting Agenda and intends to achieve level 2 in the coming year through ensuring the articles of the human rights are embedded in all aspects of the school's work. This will deepen pupils' understanding of their rights and will further inform the inclusive ethos of the school with a termly campaign agenda followed throughout the school.
- There has been a major development in the school's ASD base this year with the recent appointment of a new leader of this area. Teachers will receive on-going training and will be able to ask for advice from her. There will also be sharing of good practice opportunities, including peer observations to support this work. Overall this work will further enhance the opportunities for children with ASD and will help develop their self-confidence.
- The half termly teaching and learning magazines published by the deputy head teacher will continue to enable the sharing of excellent practice to take place across the staff. This is particularly important with the staff mobility issues the school faces.
- The engagement of parents is a very important on-going aspect of development for the school and the work to engage them in reading with their children in a variety of ways, for example, through book fairs, workshops and reading breakfasts will be another very positive development of the parent partnership. The parent ambassador idea to be launched by the learning mentor should be an excellent way of involving more parents who have limited English or who are new to the school/country or are culturally isolated.
- The school intends to continue to find more ways to share its excellent practice on many aspects of inclusion with other schools and this will continue in the coming year both within the borough and beyond through, for example, the IQM cluster meetings. It is clear that the school has expertise and strategies from which other schools could learn a great deal.



Recommendation

The school is continually developing its exceptional practice on inclusion and is sharing its excellent practice with a range of other schools. I recommend that the school continues to hold Centre of Excellence status and moves towards Flagship status at its next assessment in one year's time.

Further Developments agreed after discussion

I am very happy to support the school's action plan as outlined in the assessment commentary.

Assessor: Pauline Roberts

Review Date: 30th September 2017