

1st November 2018



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Review Date: 17th October 2018

Summary

Southmead Primary School website states that the school 'is dedicated to ensuring all our pupils reach their potential in the context of a happy and safe environment.'

As soon as you walk into the school, there is a strong sense of purpose and focus as well as fun.

Strategies developed to achieve the vision are all based on research. Sharing excellent practice and evaluating the school's own teaching practice is at the heart of the school. Research is key to all developments within the school. The current focus is the mapping of 'current EHCP targets against the AET Progression Framework Objectives to identify a key focus within each of the 4 areas (Social Communication, Social Interaction, Social Imagination and Flexibility, Emotional Understanding and Self-Awareness)'. This has been carefully planned with a sense of determination by the Head of the Cherry ASD Base and will be fully integrated throughout the school for all pupils with ASD by September 2020 having begun with pupils based in the ASD Base's 'Cherry Tree Class'.

Targets for each pupil go 'hand in hand' with curriculum planning and together they meet the needs of every single pupil. This was apparent throughout the meetings with staff. The staff spoke with a sense of pride and showed that all interventions are planned and assessed meticulously in the best interests of the pupils. They are tracked and monitored to measure impact. Interventions are then evaluated and agreed actions are taken to reassess the intervention and practice is altered accordingly. For example, Clicker 7 has been purchased with three members of staff trained to support the literacy needs of SEN pupils. This has had an impact on progress and will be developed to be used more widely across the school with a view to train all staff. Training in 'Write Away Together' has been undertaken by the SENCo with a view to develop the writing skills of all SEN pupils across the school. 'Communication in Print' is used widely in all classrooms and is developed in the best possible ways to support learning. This was evident in all the classrooms that displayed visual timetables and visual supports for learning on each cluster of tables in every classroom.

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During the Learning Walk, all pupils were engaged in learning with differentiated learning outcomes evident in all books to suit the needs of the learners. Skilful questioning by staff and volunteers whether it be a 1:1 reading intervention, a whole class discussion, individual or paired thinking time meant that pupils were ready and willing to learn. All resources are fit for purpose and well thought out with a certain amount of challenge to ensure the pupils are encouraged to be mindful of nurturing 'Skills for Life' which were named as the 5R's: Resilience, Reasoning, Reflective, Responsible and Resourceful. All classes have developed a 'Class Charter' based upon the UNCRC Articles. These are taken very seriously with all pupils adhering to their Class Charter. Collaboration is evident throughout the school with wonderful colourful displays of pupils' work. One exceptional display to reflect 'Inclusion' is in the Main Hall. The artwork was masterminded by the specialist Art teacher who had meticulously strategically planned how all pupils were to be involved in drawing and painting a large visual image encompassing all pupils, staff and the local community. The display reflects how inclusive Southmead is and this was apparent throughout the visit. Art is very much part of the school with the learning evolving through the 'Picture Curriculum'. Each term every class studies a painting. Through the painting, knowledge, skills and understanding are acquired by the pupils through cross curricular themes that are intended to inspire and develop learning to a greater depth from the pupils' differentiated starting points. The approach develops pupils' experiences to understand the world outside their local community as well as the links between subjects.

The staff in the ASD Base work very closely with staff in mainstream. This is reflected in the percentages of pupils accessing mainstream. 72% of pupils from the Base attend mainstream lessons on a regular basis which supports their progress in both Core and Foundation subjects as well as other activities.

During the visit, pupils were observed in mainstream classes as well as in the Cherry ASD Base. Interventions were in place to ensure pupils succeeded and felt at ease. One ASD pupil participating in mainstream Maths was very proud of his ability and said 'I have really improved and understand how to round up and round down numbers'. 'My work is a lot neater now and I have the right support and can also work on my own.' Staff leading the Cherry ASD Base are very meticulous in their planning to ensure pupils succeed. Cherry ASD Base is made up of two classes Cherry Blossom and Cherry Tree. The timetable is tailored to the needs of the pupils and includes Guided Reading, Occupational Therapy and Speech and Language Therapy, Fine Motor Skills, Art, Science, PE as well as bespoke 1:1 support. EHCP targets are incorporated into weekly and daily planning along with the gradual integration of the AET Progression Framework Objectives.

It is a credit to the staff that 100% of ASD pupils can access the main lunch hall with their peers as well as feeling safe to access playtime in the main playground. In addition to this, 76% of ASD pupils attend mainstream assemblies and join in with singing and whole school celebrations including 'Star of the Week', 'Writers of the Week', 'Maths of the Week'.

During the visit, both Key Stage One and Key Stage Two assemblies took place. The sense of motivation amongst all pupils to be involved was a joy to experience. Both members of staff leading the respective assemblies fully involved the pupils.

Key Stage One focused on active listening, discussing and volunteering information regarding the importance of understanding feelings and developing a Growth Mindset. This was related to the 5Rs.

In Key Stage Two, the assembly involved pupils participating and discussing the value of the month: 'Happiness'. This was related to Article 6 of the UNCRC. The pupils were able to explain that 'doing my best', 'having a friend to cheer me up if I am sad', 'discovering new things', 'new opportunities', 'proud to belong' made them feel happy.

The Head and Leadership team for Inclusion have evaluated the needs of all pupils and have ensured that the curriculum is tailored to meet their needs. Interventions are a daily occurrence at Southmead to ensure all pupils are included. Differentiation according to the needs of each pupil was evident in every classroom throughout the Learning Walk. The Library was 'buzzing' with volunteers hearing pupils read including a therapy dog. The pupils were totally undisturbed as we wandered around the school. This was because they were all immersed in their learning due to the creative and innovative ways the 'Picture Curriculum' meets the needs of the pupils.

There are also specialist teachers in Music, PE and Spanish and Art as well as Leaders in Numeracy, Literacy and Safeguarding. This ensures that the pupils lives are enriched with the specialists who also display and share their expertise regarding the needs of each pupil.

Parents interviewed could not speak highly enough of the staff and Head of the Cherry ASD Base. They were delighted that the Base successfully follows the mainstream curriculum but carefully plan the learning and teach it using appropriate strategies for their children with ASD and other needs such as SEMH. They all felt the Southmead had 'transformed' their children. They all spoke of the positive impact on their family lives outside school. Strategies were developed collaboratively between home and school to ensure consistency. Communication between parents and key staff is outstanding. This is done in a variety of ways through conversations in formal meetings, after school, on the telephone, through the home school reading record and homework book as well as the home contact book if their child comes to school on transport. The parents spoke of how transition into the school or between classes is seamless with home visits and personal messages from current pupils from the class that their child would be joining. One parent spoke of how 'their lives have been changed' and his child is now a 'fun kid' and the staff at the school 'have unlocked the key to his son's soul'.

The parents also spoke of how the Deputy and the Head of the Cherry ASD Base are excellent in collaboratively working with external agencies and external professionals so that their children receive expert support if needed.

The school has worked tirelessly to develop a PTA which is led by a member of staff. There is a growing number of parents who are members of FOSS (Friends of Southmead School). They attend meetings held at the school to plan and run events such as the Winter and Summer Fairs, movie nights for each Key Stage as well as mufti days. The funds raised are used to raise money for requests from the pupils such as new playground equipment and wet play games.

Southmead is an outstanding example of how pupils with SEN can successfully integrate and succeed within a mainstream setting and feel safe and secure in the knowledge that

they have the important hub namely the excellent Cherry ASD Base. As one pupil stated in the assembly, 'I am proud to belong, together we are one school and we all belong here'.

I highly recommend that Southmead becomes an IQM Flagship School.

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

Assessor: Anne Spencer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Commentary on the last 12 months:-

The school has created and reviewed an Action Plan for the past 12 months with targets and actions for areas for development that were identified at the last CoE Review.

- Pupils are involved in IPM Meetings to ensure Pupil Voice. Pupils use visual support so that they can express their aspirations. Pupils are encouraged to self-assess against their individual targets.
- The school's approach to ensuring all resources and interventions are having a positive impact on the pupil outcomes. Visual resources are available across the school to support ASD and SEMH pupils so that they can progress and make a positive contribution in the class environment.
- The school continue to develop the pupils' knowledge and understanding of the UNCRC Articles outside as well as in school. The pupils have been involved in promoting children and young people's rights within the Local and Global Community through such activities as the Autumn Nutrition campaign with Foodbank collection, Plastic Pollution campaign which included a visit by the local MP Justine Greening.
- There has been an upward trajectory of pupils integrating into mainstream classes from Cherry ASD Base. Mainstream staff work closely with the expertise of the Base staff to ensure ASD pupils are fully integrated when they partake in mainstream lessons or activities.
- The school has become part of the IQM Cluster of Flagship and CoE schools which gives the opportunity to develop links with different schools. The School has already successfully hosted a meeting which was very well received.
- The school work closely with parents holding workshops on topics such as reading, healthy eating, lowering sugar in food preparation, enjoying mealtimes, encouraging sleep patterns, access to the school nurse as well as weekly parent coffee mornings where attendance continues to increase.

Flagship Project

- To build a bespoke curriculum based on the individual strengths and needs of the pupils with Autism.
- The Head of the ASD Base with the support from the Deputy Head (also SENCo) has developed a strategy to map out current EHCP targets against the AET progression framework objectives to identify a key focus within each of the 4 areas (social communication, social interaction, social imagination and flexibility, emotional understanding and self-awareness). The timeframe of the project and implementation is from Autumn 2018 until the Summer Term of 2020.



To Develop Inclusion Further:-

- To research the NCB tool 'A whole Framework for Emotional Well Being and Mental Health' in collaboration with developing a whole school approach to Mindfulness and a Growth Mindset.
- To research: What works in promoting Social and Emotional Well-Being and responding to Mental Health problems in schools? Advice for Schools and Framework Document Professor Katherine Weare.
- To research the book 'Index for Inclusion' by Tony Booth and Mel Ainscow.

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