



Assessor's Evaluation for the IQM Flagship Project



School Southmead Primary School
Princes Way
Wimbledon
London
SW19 6QT

Head/Principal Ms Sarah Parry

IQM Lead Miss Rebecca Lavender

Date of Review 28th February 2023

Assessor Mrs Pat Wood

IQM Cluster Programme

Cluster Group SHELL

Ambassador Mrs Pat Wood

Next Meeting Friday 10th March 2023

Meeting Focus Multisensory foundation and phonics curriculum.
Mental health and well-being

Cluster Attendance

Term	Date	Attendance
Spring 2022	9th March 2022	Yes - Southmead hosted
Autumn 2022	5th October 2022	Apologies sent
Spring 2023	10th March 2023	

The Impact of the Cluster Group

The school values the opportunity to be part of a cluster group and to share expertise. Southmead kindly hosted the spring term 2022 Shell cluster group meeting, focussing on sensory spaces and movement breaks across the school. Following attendance at other cluster group meetings, the Special Educational Needs Co-ordinator (SENCo) has discussed and reviewed the school's behaviour policy and Special Educational Needs (SEN) support plans, together with continuing to source evidence-based research to support school improvement.



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Sources of Evidence during IQM Review Day:

- IQM Self Review and Action Plan
- Learning walk of the school
- IQM evidence files
- School website
- Ofsted report – 26/27 April 2022
- Whole school provision map
- School Improvement Plan 2022/2023

Meetings held with:

- Headteacher, SENCo/IQM Lead and Assistant Headteacher/Writing Lead
- Teaching staff, including Deputy Headteacher/Curriculum Lead, Year 5 Teacher and Base Teacher/EAL Lead
- Link Governor for Writing
- Parent
- Pupils
- Literacy Curriculum Leads, including Writing Lead, EYFS/Reading Lead and Year 1/Phonics Lead
- Teaching Assistants

Evaluation of Annual Progress towards the Flagship Project

The school's progress from the previous year is based on the project focus:

'To promote and develop pupils' engagement to writing through a range of strategies and interventions planned and delivered from research-based evidence.'

The project is linked closely to the SDP key priority of raising standards in writing across the school. The school's work in this area is very evidence and research based, in particular looking at EEF and National Literacy Trust research and recommendations, together with the Write On! project produced by Merridee Hutchings.

Review of targets

Target 1 – To review current writing attainment data across the Key Stages within the school and identify key groups and individuals to support.

Attainment data was gathered and analysed throughout the academic year. Pupil progress meetings are held on a termly or half-termly basis, dependent on need, with class teachers and SLT (Senior Leadership Team). Data analysis focussed on the current barriers to learning in year groups and the impact of current strategies and provision. Teachers across key stages completed writing moderations within phases with the SLT and SENCo, using National Curriculum exemplars and Early Years Foundation Stages (EYFS) support materials. The process enabled staff to further develop their awareness



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of individual needs and any barriers to learning, ensuring that class teachers consistently and closely monitor progress; reflect on their practice and work with the writing lead and SENCo to make any necessary adaptations. The SENCo follows up any initial concern forms completed by class teachers, through observations and discussions. Handwriting schemes were produced for each Key Stage and the SENCo provided teaching staff with research and evidence reports of a range of writing strategies and supports.

Target 2 – To gather evidence of current provision (Wave one – Quality First Teaching) in place to support, promote and enhance engagement and motivation to writing across the Key Stages within the school/To gather evidence of additional targeted (Wave two/three) interventions in place to support, promote and enhance engagement to writing across the Key Stages within the school.

Through discussions, observations and learning walks, carried out by the SENCo, the school focussed on Quality First Teaching (QFT). Teachers and TA (Teaching Assistants) attended training around QFT; the impact of QFT on pupils and how to plan and ensure delivery. Teachers also observed one and another teach lessons. The Local Authority (LA) delivered two training sessions on Maximising the Practice of TA. Resultant from this is a decrease in the number of interventions running outside of the classroom.

Training on colourful semantics was given and this has been embedded across the school, resulting in a positive impact on pupils' grammatical structures within their writing, both orally and written. Training was also given on the use of hooks into the writing topic; shared and modelled writing; Big Writes and the use of word maps and semantic links. To help to improve the pupils' weakness in general vocabulary all teachers now have tiered vocabulary embedded within practice and planning.

Development of children's early vocabulary is a priority. The nursery is now part of the NIPA (Nurture and Inclusion Project for all) project, run by Wandsworth. The project supports children in getting ready for Reception and the Early Years team TAs have been trained in Explore and Talk and Early Talk. Nursery and EYFS have also had support from the Speech and Language Therapist (SALT) extended offer. The school has implemented a consistent approach to teaching phonics across the school through the implementation of the 'Little Wandle' systematic, synthetic phonic programme. Wave two pupils are provided with targeted phonics catch up sessions.

Target 3 – To gather teacher and pupil voice around current writing interventions and provision; focussing on what is working well and what areas need focus across the school.

A teacher and TA feedback questionnaire, regarding interventions that positively impact on writing engagement, motivation and attainment was completed and analysed. Handwriting became an additional area for development and handwriting support interventions were implemented. Pupil voice was also collected which developed pupils' confidence to discuss their strengths; what impacts and supports their learning and accountability for their learning.



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As a result of book looks and discussions with staff, the school identified vocabulary, both usage and understanding, as being an issue, together with ascertaining that some teaching staff were unclear about the difference between age related and greater depth in language. They also identified a lack of consistency across the school in terms of scaffolding.

Target 4 – To research and develop wave two and wave three interventions offered across the school, with particular regard to speech, language and communication needs, so as to improve the children's ability to access areas of the curriculum: particular focus on writing.

The SENCo carried out a review of current Wave two and three interventions, resulting in amendments to the school's current provision map. Speech and language support offered to pupils has been enhanced and staff are becoming more confident in embedding more targeted approaches into their practice. The school runs word aware and investigation groups and Reading Wave two and three support. An individualised reading programme called Bookmark runs twice weekly for those pupils in the lowest 20% of readers. Other reading interventions include Beanstalk one to one reading and L2LR (Learning to Love Reading). Daily reading and phonics support supports individual children. Interventions are time limited to assess impact.

Target 5 – To monitor and review interventions that are being piloted/trialled across Key Stages (focus on handwriting and SALT support).

The amendment of the school's provision map reflects the fact that some Wave two interventions have now been encompassed within Wave one. This is in line with the evidence-based research that the school has looked at, which highlights the negative impact of pupils being taught outside of their learning environment without their class teacher. The school continuously monitors interventions for impact and provision is continually changing, dependent on need. Handwriting interventions being trialled include Write Dance; Write from the Start and Handwriting without Tiers. Programmes have been chosen to promote as much independent learning as possible and impact data will be gathered at the end of the spring term. There is ongoing monitoring and review of support for speech and language and vocabulary support. Writing and reading leads have attended vocabulary training; SALT support TAs have attended training delivered by speech and language therapists and training has been provided on narrative interventions and Teach Talk for Key Stage One. Pupils attending Teach Talk and Explore and Talk sessions are making good progress.

Target 6 – To continue to raise the profile for all children with English as an additional language (EAL) so they can be supported to develop their language skills and make expected progress in all key areas.

The school has reviewed the current EAL support across the school and the platforms used. The EAL lead works with specific pupils and has shared resources with staff, including Race to English, colourful semantics and high frequency words. EAL pupils are making good levels of progress across the school. Adaptations to home learning tasks have been made to support pupil-parent engagement with learning and support pupils' learning and confidence. The EAL lead has attended LA training and liaised with SALT. TAs have received SALT training focussing on strategies and support for language development.

Target 7 – To continue to engage with parents and families to develop knowledge and strategies to support reading and writing at home for children with and without SEN.

A parental survey about reading and writing was sent out in summer 2022. General feedback was around parents/carers wanting more information about supporting their child at home with reading. The school provided reading and phonics workshops for parents in autumn term 2022. Parents were informed about Little Wandle; how reading is taught and how to help their child at home. Information has been shared on the school website. Spelling honeycombs in Key Stage Two homework books give ideas on how to practise and learn spellings at home. The school has received very positive feedback about these from parents and pupils who are completing homework and practising spelling more regularly. Teachers have noticed some improvements in spelling within pupils' writing. Pronunciation sheets have been sent out to parents. Story telling sessions with L2LR were held, including EYFS storytelling; word reading games; pleasure for reading and nursery story time with parents, providing engagement and exposure to various reading texts and books. Other parental workshops held have been on poetry; using visuals and timetables at home and using visuals and communication boards at home. A social worker/early help support worker from Wandsworth provided contact information for support around these areas through a parent/carers coffee morning.

Agreed Actions for the Next Steps in the Flagship Project

The school plans to continue with the flagship project:

'To promote and develop pupils' engagement to writing through a range of strategies and interventions planned and delivered from research-based evidence'.

Current school data supports the negative impact of the Covid pandemic on pupils' writing attainment and speech, language and communication. The school also has a high percentage of pupils with EAL who would have had less opportunity to develop their writing skills at home throughout the pandemic. As the Headteacher stated:

'Highly disadvantaged cohort – add in Covid – a perfect storm'.



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The school wishes to continue with this Flagship Project to ensure children have the opportunity, along with support and intervention, to build upon their engagement and motivation to writing throughout their school journey, with support at home. The project aims to run from nursery to year six, researching different interventions that are proven to promote and enhance motivation to writing, as well as supporting overall writing attainment through language development and writing for purpose.

Next steps as discussed during the Flagship Review are:

To continue to develop staff confidence in delivering effective writing lessons

- Continued CPD training around writing and various evidence-based research.
- Timetabling of staff to go and see other practitioners teach writing.
- Reflection time around writing lessons.
- Support with planning where needed.

To develop quality first teaching around the teaching of vocabulary

- Staff to have attended training on vocabulary, strategies in how to embed and teach new language.
- Staff to access CPD training through Wandsworth and various programmes.
- Feedback around the various strategies being used – word maps/word banks/use of gestures.
- Attainment/progress data analysis through assessment, pupil progress and discussion.
- Feedback to be gathered and impact of these strategies.

To gather teacher and pupil voice around vocab strategies implemented (use of word maps/webs) and the teaching of vocab each lesson; focussing on what is working well and what areas need focus across the school

- Teacher feedback questionnaire to be developed and circulated.
- Class teachers and curriculum leads to gather pupil voice (several ways, dependent on year and need) around current support and provision in place and what children are enjoying and why, as well as what children would like more of.

To research and develop wave two and wave three interventions offered across the school with particular regard to speech, language and communication needs to improve children's ability to access areas of curriculum, particular focus on writing.

- Ongoing review and monitoring of the impact of the current interventions (Wave two and three support in place).
- Continue to gain pupil voice around their engagement and enjoyment of these sessions.
- Discuss with those delivering the sessions and the SEN, TAs supporting to gain feedback and next steps.



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- Continue to support class teachers/support staff to embed strategies within whole class teaching (Wave one-Universal Provision) to develop pupils' speech and language, vocab, grammar, reading fluency, and overall attainment in relation to reading and writing.
- Ongoing discussions between curriculum leads, SENCo and SLT to ensure that adapted practice to meet needs of children as well as ensuring the practice is having a positive impact on learning, motivation, engagement and attainment.

To monitor and review interventions (vocab and writing) that are piloted/trialled across the Key Stages.

- EYFS - Early Talk Boost and Explore and talk sessions running.
- Implementation of word webs and how these are being used across the school.
- Narratives training attended by some staff and then delivered to teaching staff to support across the school and how to implement this into best practice.
- Monitoring and tracking systems set up (in line with evidence based and also the assessment systems used within the school currently).
- Measure the impact of these through assessment data, link to IPM targets and through teacher and pupil feedback.

To continue to raise the profile for all children with English with an Additional Language (EAL) so they can be supported to develop their language skills and make expected progress in all key areas.

- EAL lead, SENCo and SLT to continually review and monitor what is currently in place to support EAL children across the school.
- Discussion with class teachers and support in place.
- Ongoing research into evidential based EAL support and provision.
- Ongoing support from SALT across the school (training delivered).
- Makaton and visual to promote and support language development as well as various information translated into home language.
- Families provided with contact services support for language support.

To continue to engage with parents and families to develop knowledge and strategies to support writing at home for children with and without SEN.

- Continue to run coffee mornings/afternoons to support families.
- Parent audit to gain information on what parents feel they may need extra information or support with.
- In person/school workshops for parents to come in and engage with strategies used in school.
- Parents provided with various contact information for support around these areas (Wandsworth Council/WAAS).
- Ongoing support and discussion with parents regarding services within the Borough that can support with reading and writing.
- Continue to develop and promote FOSS.



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Overview

Southmead Primary School (SPS) is a truly inclusive, two-form entry, culturally diverse primary school, situated in Southfields, South West London. The school has approximately 332 pupils on roll, aged from 3 to 11 years, and houses an 18 place Autistic Spectrum Disorder (ASD) Base for children who have an Education, Health and Care Plan (EHCP) for Autism; Cherry ASD Base. The percentage of pupils eligible for pupil premium, who speak English as an additional language and with Special Educational Needs and Disability (SEND) is well above the national average. The school experiences high mobility of pupils, but individual pupils at Southmead Primary School make good progress through their time at the school, due to the unrelenting drive to provide them with the best possible support and learning experiences. Paramount is the wellbeing and safeguarding of all pupils at Southmead.

SPS is a Flagship School for the Inclusion Quality Mark (IQM) and a Rights Respecting School. This was the school's 4th IQM Flagship review. It is graded as being a good school and during the Ofsted inspection in April 2022, the inspector reported:

'Southmead actively promotes inclusion and celebrates diversity'

adding that school leaders 'share and promote a clear vision for providing high quality education, irrespective of the pupils' starting points'.

The school is proud of being an inclusive school and its school motto is 'Proud to Belong'. This motto is evident throughout all school areas and is the logo on the school uniform. Underpinning all that it does are the Southmead 5Rs, which are its core values of responsibility, reasoning, resilience, resourcefulness and reflectiveness. Since the last IQM review the Head of Base has now become a non-class based SENCo, which includes overseeing the Base. She is currently undertaking the SENCo accreditation.

SPS is a calm, happy, welcoming and vibrant community, where staff and governors work as a team and share a commitment to continuous school improvement and meeting the needs of every child. Several members of staff mentioned that they put the child at the heart of what they do and it was very evident that they all want the very best for each and every child and work around any issues, discussing 'openly and respectfully' (HT) to seek solutions. Staff work hard to overcome any challenges to learning that the pupils may have in order to achieve success. The ethos of the school is centred around the belief that every child should be enabled to progress and achieve and that teaching and learning opportunities need to be provided and adapted in order to meet the needs of the pupils. The Headteacher stated:

'We tailor our provision to the individual needs of the children'.

The school reports an ever-growing level of need in its pupils and families and strives to support and address these from the earliest opportunity. It seeks external opportunities to help its pupils, such as joining the Nurture and Inclusion Project for



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all (NIPA) project, run by Wandsworth. Pupil progress meetings are held on a termly or half-termly basis and the school successfully runs a range of impact driven, targeted interventions for pupils.

The school site is beautifully cared for and outdoor space is maximised to encourage purposeful learning and play. Each year group is allocated a patch of garden and there is a pond on the site. The school has recently secured bid funding to improve the outdoor play area for the children in the ASD base. A new sensory area has been established in the nursery and high quality EYFS outdoor areas represent the different areas of learning. The school has a dedicated nurture room, the Fir Room, run by the Emotional Literacy Support Assistants (ELSA); an art room; ICT suite and a beautiful library.

The curriculum at Southmead is tailored to educate the 'whole child,' helping pupils to meet their academic potential and developing in them a love for learning. The Deputy Headteacher explained:

'Our curriculum is one of the biggest starters for our children. We have a picture curriculum. Each year group starts by looking at a painting or a piece of art work'.

It is underpinned with 'relevant practical experiences', 'drawing on the resources both locally and in London'. The school employs specialist Art, Spanish and PE teachers. The School Improvement Plan highlights key priorities for development and the school uses an evidence research-based approach to introducing new initiatives. Southmead has had a focus on developing the teaching of vocabulary, partly due to the high number of EAL pupils, together with improving standards in writing across the school. It has seen the benefits of the implementation of the 'Little Wandle' systematic, synthetic phonic programme. Quality first teaching is paramount and staff have received training in the key priority areas, including on modelled and shared writing, handwriting and speech and language strategies.

Pupils in the Cherry Base benefit from integration into mainstream classes and conversely the school operates reverse integration, to support pupils struggling in mainstream. The SENCo and Base staff are constantly evaluating and are flexible in their approach. They liaise with parents/carers through home contact books; the cherry email address and weekly letter. A school social worker is attached to the Base. There is a consistent approach to classroom organisation and classroom environments and teaching strategies help to both support and scaffold pupils' learning, and encourage independence. All classrooms have visual timetables, working walls, value of the month, reading areas and writing corners. Behaviour and learning systems and approaches across the school include zones of regulation; class charters; the 5 Rs and the 4 Bees – brain, board, book, buddy. Colourful semantics displays are visible in some classrooms. Behaviour for learning observed during the assessment was excellent and staff are skilful in keeping even the most challenging of pupils on task. The school uses 'Kelso's Choice's' to give the pupils a variety of strategies to help them in social situations. Kelso is a frog and 'through his stories the children learn about ways they can diffuse arguments or conflicts and resolve issues in a peaceful way.'



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Pupils were enthusiastic to share with me all the awards that they can achieve in school, such as star of the week; writer of the week; maths achievement; reading award; Spanish award; PE award and upstander award. The school holds a celebration assembly each Friday. Every few weeks a golden ticket is given for improved attendance. Opportunities to take responsibility within school are offered such as through the school council; eco council; playground leader and playground buddy system. The school also operates a house system. At the beginning of every school year, the children are given a voice to vote for the Southmead head boy and head girl. Pupils feel safe in school and know who to go to if they have an issue or problem. Each classroom has a worry box, through which they can share any concerns. Pupils made comments like:

'The teachers are so friendly' and 'Everyone is so proud to belong in the school'.

Southmead has a stable and happy staff, who feel very well supported by the Headteacher (HT), senior leaders and whole school team. They feel strongly that they work as one team in an ethos of open communication. Teachers and TAs benefit from weekly CPD and CPD beyond the school is actively encouraged. A number of staff are undertaking nationally accredited qualifications. One teacher commented on the fact that they are 'constantly reflecting on our practice'. TAs are allocated according to need, with a greater ratio down the school.

Mental health and wellbeing of staff is given a high priority and the school buys into the employees' assistance programme. It holds a kindness and wellbeing week and are mindful of staff workload, looking for ways to reduce this.

The parent interviewed was effusive in her praise for the school and the progress that her child had made since being at Southmead. She said:

'I absolutely love it and he loves it as well. We always felt included. I couldn't ask for more. I know he belongs now he's in the right setting, he makes amazing progress'.

The school works hard to engage with its families and is currently working to re-establish FOSS, their parent/staff association. It operates an open-door policy, so that any issues or problems can be shared and dealt with quickly and communicate with parents using a range of means including by parent mail and the school newsletter. It also holds parent/carers workshops and coffee mornings with a range of foci and parents are welcomed to class assemblies.

The Governor interviewed had previous experience with the school, through her role in the Local Authority, and was passionate about the work that the school does. She said that she loved the school 'because it's a challenging school' and praised it for being calm, inviting and vibrant, sharing that the school provides a 'very safe environment' for its pupils, due to the 'attention to detail' that the SLT and staff pay to providing the best possible learning experiences for each individual child. The Chair of Governors is the link governor for SEND and a clear strength of the school is how it supports pupils with SEND.



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The school is unrelenting in pursuing every avenue of support in order to meet the needs of its pupils. The governor said:

‘This school is trusted to know what its talking about’.

Governors are knowledgeable and provide support and challenge to the school. Governors are linked to different curriculum areas. They inform themselves through visits to the school and meetings with relevant staff. Governors can access training through the local authority in order to fulfil their roles effectively and opportunities are also provided for new governors to shadow existing governors.

The school is outward looking, belonging to a number of partnerships beyond the school. It is part of the Southfields cluster, of about ten schools, through which it has been able to be part of the Trailblazer Mental Health Project, providing access to counselling for parents with their child. Subject leaders meet as part of the LA and the SENCo attends a termly SENCo forum. The school also engages in cross school moderation. Southmead is an active participant of the Shell IQM Cluster group and hosted the cluster group meeting in the summer term 2022.

The school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school is promoting continuing outreach.

It was a pleasure to visit such a shining example of an IQM Flagship School.

Assessor: Mrs Pat Wood

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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