



29th May 2019

Ms Christine Bernard
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St Mary's Lewisham CE Primary School
329 Lewisham High Street
Lewisham,
London
SE13 6NX

Assessment Date: Wednesday 22nd May 2019

Summary

"Our school is a loving school where we respect everyone." This was said by a year 4 pupil which gives a true sense of the atmosphere in St Mary's Lewisham CE Primary school. The school is very welcoming and has a caring ethos where each member of the school community is valued for their individuality. The children are well behaved, thoughtful and enthusiastic to talk about how great their school is. The two year 6 pupils who conducted the school tour were well- informed and very pleasant. The school's Vision, visible in each classroom and corridor, is lived throughout the day by all members of the school community. Work on making these Values a practical part of school life begins in the EYFS setting and all staff wear the 6 values on their lanyards to aid consistency and as a visual reminder for pupils. All pupils were involved in deciding which of the Values were the most important, their views were respected and acted upon. Pupils are aware and proud of the 6 school values of Responsibility, Hope, Respect, Forgiveness, Peace and Faith

Parents are very appreciative of the support they receive from the school. They describe the Headteacher and all her staff as being very approachable and focused on supporting each individual family. They feel listened to and like that the Headteacher and Deputy Head know all the children by name. They are full of praise for the experienced home/school worker who organises a range of parent support initiatives, through the Community Hub, such as help with immigration, housing, and finances. She has also organised parent trips. Parents value the fact that the Community Hub is available as a prayer space throughout the day.

The Friends of St Mary's is a valuable fundraising resource for the school that is led by parents. They have raised money on International day and around Christmas time through cake sales, non- uniform days raffles. World Book day/ parents breakfast/ help to sell books from the book people. Communication with parents is excellent and parents are kept fully informed of what their child is learning, through text messages and links as well as Links to Learning workshops, which are open to all parents and families.

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Particularly impressive was the very inclusive year 3 Worship assembly around Judaism. The performance was truly joyous with wonderful singing, public speaking by the children and was an excellent celebration. The year 3 worship was very well attended by parents. Some parents went on stage to join in with the singing and actions which delighted the children. All pupils were focused throughout the session and showed their pleasure with much enthusiastic applause.

Support for staff who are new to the school is highly effective. A previous Teach First teacher praised her mentor who was always available for support and advice. The Higher-Level Teaching Assistant was also complementary about the continuing professional development opportunities at the school. She had gone from a voluntary position to be funded at the level 2 TA qualification, then level 3 qualification before recently becoming an HLTA.

Self-reflection about their teaching practice is a strong feature of the teaching staff. As part of a project on Speech, Language and Communication Needs, all EYFS teachers worked on improving their performance and skills in particular areas and reported back to each other. This has had a definite positive effect on classroom practice. All year 6 pupils are given the opportunity to take on an area of responsibility through the Young Leader initiative. Examples of this are reading buddies, play leaders, helping younger children at lunchtime in the dining room, helping prepare the hall for Worship and leading the achievement worship. Pupils are proud of this responsibility. In conjunction with the active school council, they are leading a campaign to improve road safety outside the school, following an accident. They have surveyed local residents and children and written letters to the local MP and to the Mayor of London. Year 4s are currently running a whole school Recycling project to see which class can recycle the most during the year.

Emotional well-being is a priority for the school. Children are encouraged to have a go at answering questions but are given the option of passing if they would rather someone else answered. There is also a worry box for children who lack the confidence to discuss their worries openly. "How are you feeling?" charts are used as needed. The flexible start to the school day between 8.45 and 9 o'clock ensures that the children have time to settle in before lessons begin. Parents are invited to come in and read with their child in all year groups during this time

High quality teaching is apparent in each classroom with evidence of a range of inclusive practices and strategies. The Curriculum is enriched by strong community links and educational visits. One class went to the beach as a reward for their excellent writing based around "The Lighthouse Keeper's Lunch." They wrote to the author who sent the school a long letter and some more original drawings. These are proudly framed in the foyer. Year 5 and 6 were out on a visit to Westminster Abbey. Other visits have been to a cricket festival, the Houses of Parliament and a fun fair visit to see how forces work on a practical level.

Multi-sensory displays around the school are topic-based and their excellent presentation brings the Curriculum alive. The RE displays are a particular strength.

The school recently hosted a RE showcase day for 20 schools where they shared the excellent practice of St Marys which was highly praised by all invited.

Context of the school and sources of data

The school serves a diverse and challenged community and has higher than national average statistics in minority ethnic groups (96.9%) National (32.3%); school deprivation indicator (0.35) National (0.21); English as an additional language (80%) National (20.7%) and stability (78.7%) National (85.7%).

There are currently 230 pupils on roll with a fluctuating school population due to the impact of housing within the locality and the movement of families both out of and into the borough.

There is currently 23% of children on the SEND register which is significantly above the national and LA averages. Attendance in 17/18 was 96.3% which is higher than the LA and National target of (96%). There was a high level of exclusions historically, however, there have been significant improvement in behaviour as this was a key school initiative. Exclusions have now been reduced to 0% over the past 18 months. The school has significantly high proportions of pupils eligible for pupil premium at 77 pupils or 42%.

The school is currently supporting 2 children with high EBD needs, this places a huge strain on school resources and the school are working closely with parents, external agencies and the Local Authority to secure the most appropriate provision for these children. The most recent Ofsted inspection in July 2016, judged the school as Good.

Portfolio and other supporting evidence

During the IQM assessment visit, supporting evidence was wide ranging and comprehensive. This evidence included:

Classroom visits and a learning walk to year 2, Year 4, Year 1, Reception and Year 1 classes. Years 5 and 6 were on an educational visit.

An assembly (Year 3 class worship)

Lunch with the children

Meetings took place with:

3 parents from the parent group

Two year 6 pupils who conducted a tour of the school.

SENDCO

Headteacher

Early Years teacher

Higher Teacher and Learning Assistant

A group of children, including members of the school council

Chair of Governors

The school expressed a wish to be considered as an IQM Centre of Excellence if there was enough supporting evidence. I recommend that the school gets the Centre of Excellence status due to their very high standard of Inclusive Practice and their desire to disseminate this good practice to more schools in the Community.

The school understand that they will become part of a Cluster group and are expected to attend meetings and invite other schools to visit their school.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Julia Ridley MSc, BEd (Hons), NPQH

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



Element 1- The Inclusion Values and Practices of the School

Strengths:-

- The school is fully inclusive and makes sure that all policies and practices follow this ethos.
- The school welcomes all families to the school through the Community Hub which is an available resource for all families to access, giving them a sense of being valued.
- Families of new entrants to the Early Years setting in the school are supported through home visits where staff explore the child's interests, any particular needs they may have to ensure a smooth transition to the school.
- Extra support is quickly provided such as Speech and Language therapy booster groups or adaptations prepared before the child starts the setting such as staff MAKATON training or sensory boxes.
- Children with English as an additional language have access to symbols, realia and visual prompts as needed.
- All children have access to all extra- curricular activities such as before and after school clubs as well as a wide range of lunchtime activities.
- The efforts of all children are celebrated through achievement awards such as the lining up cup, nominate a friend certificate (particularly showing a value), postcards to parents about good work. Celebrate their work on a weekly basis and their values work once a month . Class get a huge rosette to hang outside their door for best attendance.
- Attendance is 96.30%, with the school identifying a wide range of strategies to make sure all pupils are present in school as much as possible.

Areas for Development:-

- Use CPD to raise awareness across all staff of the SEND Code of Practice (2015) with an emphasis on the Graduated approach.



Element 2- The Learning Environment, Resources and ICT

Strengths:-

- Displays are very well presented around the school.
- The recently refurbished library is popular with the children with the electronic system replicating a real-life library.
- Classroom layouts are carefully considered to make sure that all children are getting the Curricular experiences that they need.
- The EYFS areas - inside and outside- are used creatively with a wide range of interesting resources and activities such as a hair salon, dressing up areas, book corner. Healthy snacks and water are available within the reflection areas.
- The Inclusion room for intervention groups/ additional support is a valuable asset.
- Playgrounds and outdoor spaces cater for a range of interests with marked out areas for different activities such as quiet zones, sport areas, musical instruments area. Parents were involved in setting up the vegetable patch which is well-tended.
- The multi-sensory room is a valuable resource for children who need access to the sensory curriculum
- The school has access to many differentiated resources such as symbols, sensory toys,
- School provides laptops for pupil premium children, so they have a laptop at home.
- All classes access the ICT suite and there are sets of iPads and laptops that can be used in class.

Areas for Development: -

- To create spiritual garden in an area of the playground so that children have a calm and meditative area in which to relax.
- Greater use of ICT to support SEND pupils, e.g. dyslexia programmes/apps and readers



Element 3- Learning Attitudes, Values and Personal Development

Strengths:-

- Pupils have an excellent attitude to learning with one pupil saying that he like all lessons because the teachers make it fun, so it is easier to learn.
- Pupils feel safe at school and know that their contributions are valued.
- The school council is very active and feel that they have a strong voice within the school. Representatives are drawn from each class.
- The vision and values of the school are known and understood by all pupils and form the framework for the behaviour policy of the school.
- Personal development is further enhanced through a wide range of interesting and varied after school clubs. Pupils in receipt of the pupil premium grant access these through their allocated amount.
- Year 6 pupils accessed a free breakfast club each morning during SATS week.
- Children enjoy coming to school with an attendance rate of 96.3% for 2017/18
- In the last 18 months there have been no exclusions due to a better awareness of need and the improved focus on Inclusive practices.
- Transitions to and from the school are managed very well with each pupil receiving a transition booklet for new classes with photos of new members of staff, classroom, nearest toilets etc. so that concerns can be allayed at an early stage.

Areas for Development:-

- Further develop Courageous Advocacy to campaign for issues in the local community.



Element 4- Learner Progress and the Impact on Learning

Strengths:-

- KS2 SATs attainment in Maths, GPS and the combined total all showed a significant improvement from last year and continued a three year upward trend.
- There is a clear upward trend in Reading over the last three year in Pupil Premium attainment.
- Different learning needs are identified and acted upon quickly, with advice sought from outside professionals as needed.
- All children with SEN need now have an individualised pupil passport.
- All children know their targets and can articulate them when asked.
- Planning and targets are shared with Teaching Assistants so that everyone knows what is happening in the classroom.
- Phonic streaming was introduced in 2018 across KS1 and Years 3 and 4 and is having a positive impact on progress
- The Destination Reader initiative has produced positive results with children showing more interest in reading as well as their comprehension skills improving.

Areas for Development:-

- Training on Read Write Inc Phonics will take place in Autumn 2019
- Develop Precision Teaching



Element 5- Learning and Teaching Monitoring

Strengths:-

- 100% of teaching is good or better as validated by internal and external monitoring.
- Phase leaders work closely with teachers to provide ongoing support and professional development which is highly valued by staff.
- Talk for Writing INSET training was tailored to focus on challenge particularly for higher ability children.
- Creative Learning in RE has been identified as a strength in the RE Gold Quality Mark that the school recently received.
- Pupil progress is closely tracked and there are termly pupil progress meetings led by senior leaders.
- Pre-teaching of concepts and vocabulary is included within planning and helps lessons be more effective.
- Reports to parents are detailed, informative and support future learning.

Areas for Development:-

- further investment in dual language books.
- further Talk for Writing training – non-fiction



Element 6- Parents, Carers and Guardians

Strengths:-

- The school are very supportive to parents e.g. offering free funded Nursery places to families in need and taking a child earlier in the morning so that parent who has been moved out of the Local Authority can stay in employment.
- The school / home support worker is making a very positive impact to the lives of families at the school.
- Levels of parental engagement are high and there is a Friends of St Mary's (FOSM) who support the school with events and fundraising
- Parents who have limited English skills are given support through dialup translators so that that all information about their child is clearly relayed to aid communication.
- Translators are employed to attend all parent consultation meetings.
- Parents appreciate free homework club where pupils can access additional support with tasks.
- Families who have recently moved to the Local Authority feel well supported in the school.

Areas for Development:-

- Continue to invest in School Home support worker
- Further develop the Friends of St Mary group



Element 7- Governing Body and Management

Strengths:-

- The Governing Body is highly active and form a cohesive group with members being representative of the local Community.
- The Chair of Governors is experienced in her role and works well with the Headteacher, challenging and supporting as a critical friend.
- There is a link Governor for Inclusion who monitors the provision in class and the school learning environment.
- The Governing Body have a high presence within the school, for example, one Governor attended the school each day during SATs week, to support the year 6 children and monitor the invigilation process.
- Governors attend a range of staff meetings, including safeguarding, SATs and Autism awareness training.

Areas for development: -

- Reapply for Bishop's certificate of Governance

Element 8- The school in the Community

Strengths:-

- The school plays a very active role in the community on a local, national and international level.
- Each class takes part in the Courageous Advocacy project, engaging in social action and making it a sustainable, ongoing project:
- Year 1 and Nursery helping the homeless
- Year 2 gardening and keeping the new therapeutic garden tidy in partnership with St Mary's church and Lewisham hospital.
- Year 3 Food Bank and support for Asylum seekers.
- Year 4 Recycling project
- Year 5 links with Lewisham hospital on a community art and writing project with elderly patients
- Year 6 partnered with a school in Ghana and exchanged letters.
- School council members went on a trip to the Home Office as part of Citizens UK project with 5 other schools to campaign against the high fees for obtaining British citizenship
- The school's Faith Group raised money for Zimbabwe and Sri Lanka by holding a cake sale.
- The class community projects mean that the children and staff are continuously involved in school life.
- Children go out on a wide range of school trips to local theatre, training kitchen, libraries, markets and the fire station.

Areas for Development:-

- To deepen the existing community links over the coming years so that St. Mary's can continue to be a place of welcome and an organisation which contributes to and better the environment of all the communities in and around school.
- Continue working with Citizens UK to effect change at both local and national level – equipping both children and parents with tools for effective change and challenge for issues that affect them.