



Assessor's Evaluation for the IQM CoE Award



School Name: St Mary's Lewisham CE Primary School
329 Lewisham High Street,
Lewisham,
London
SE13 6NX

Head/Principal: Mrs Christine Graham

IQM Lead: Caroline Maseko

Date of Review: 17th May 2022

Assessor: Angelina Adrien

IQM Cluster Programme

Cluster Group: Starmakers

Ambassador: Pauline Roberts

Date of Next Meeting: 15th June 2022 – Woodside Primary

Sources of Evidence during IQM Review Day:

- OFSTED report
- Phonics monitoring documents and grouping grids
- School website
- Newsletters
- Learning walk across the whole school with two Year 6 pupils and IQM lead and SENDCo
- Growth Mindset displays in classes
- Values Based Education award assessment report
- Children sharing their experiences of participating in events
- Thematic curriculum map
- Book scrutiny
- Year 5 Destination Reader lesson



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- A whole class assembly
- Lunch with the children

Meeting held with:

- Two parents
- Chair of Governors
- Two Year 6 pupils who conducted a tour of the school
- SENCO/ IQM Lead
- Family Support Worker
- Teaching assistants
- Tutor
- Deputy Head
- Year 6 teacher
- NFER Tutor
- Headteacher
- Senior Admin Officer
- Years 3, 5 and 6 children
- Reading Lead
- Assistant Head – Curriculum



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Summary of Targets from 2021-2022

Target 1: To close gaps in Reading attainment resulting from Covid school closures.

The Curriculum lead spoke passionately about Destination Reader, the reading scheme is very talk based. The school use the Destination Reader sessions to introduce the children to new vocabulary, teach children key reading strategies which support comprehension and learning behaviours which support dialogue. All Key stage 2 follow the same approach in the Destination reading sessions. I observed a reading session in Year 5, the class teacher role modelled how to read an extract of the book to the children, she introduced new vocabulary to the children - vocabulary displays are visible in all classrooms - and explained the meaning of the new words. While the teacher read an extract of a story to the children, the children were encouraged to put their thumbs up when they come across the new vocabulary in the text that they were reading. The children are taught a range of reading strategies to help them reflect on the text that they are reading. These sentence stem bookmarks are sent home to ensure that parents are using the same reading strategies that the children are using at school.

Reading texts are linked to topic lessons, the Assistant Head for Curriculum, explained how this reading approach has benefitted their EAL learners, and allowing them to gain the knowledge and vocabulary to become fluent independent readers.

During my tour of the whole school, I observed RWI phonic sessions taking place in EYFS and Key stage 1. This is the first full year of RWI phonics in Key Stage 1, the Reading Lead explained that this is proving to be very successful. The Reading Lead has time to go around to each phonics lessons to observe the delivery and the quality of these lessons across KS1 and the EYFS. Focus interventions are given to children if they are not making good progress. Staff use pockets of time 'pinny time' to do a quick review of sounds.

To continue the reading for pleasure and closing the gaps in the reading attainment, Year 6 Reading Buddies have been trained in how to read with pupils in the lower years and hear selected children read every day for the first 10 minutes after lunch in the library. The Assistant Head spoke about the 'Reading Picnic that Year 1 and 2 enjoyed in the Therapeutic Garden and the Book Testing Menu' where the children are exposed to books that they would not typically pick up to read, while nurturing their love of reading by showing them how much fun it can be.

The teachers are aware of their school community and try to ensure that no child is left out. The Assistant Head spoke about how she realised that a lot of children did not spend their World Book Day vouchers, so she went to the book shop and brought books for the children that still had their vouchers, in the future she would like to take the children to the book shop to spend their vouchers.

During my tour I went into the library which has a vast number of books, ranging from dyslexia friendly (Higher interest/lower reading age) books, which means that all children can access 'real' books. There has also been a focus on introducing more BAME



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books into the library, particularly those from cultures that are representative of the school's demographic.

Next Steps:

- To continue to support children to become keen readers and support parents/carers to encourage their children to read regularly at home – see 2022-23 target.
- Maintain the high profile of reading and ensure levels of support continue so all children can become fluent readers.

Target 2: To continue to develop children's wellbeing and resilience post Covid-19.

I meet with four Year 3 children, who started the Butteries and Unicorn club – a lunchtime arts and craft club to support friendship and wellbeing. The children explained to me that they had an idea to start a club, they had to advertise the club themselves by making posters. The children decided amongst themselves what they want to make in the wellbeing lunchtime club. Around 10 -15 children attend the club on Mondays at lunchtime. While talking about the club, one child explained that he cannot make things at home and that this is *'the greatest school in the universe' and that 'we are not like an ordinary school, we went on a river boat trip to Greenwich'*

At St Mary's, children's wellbeing starts from first thing in the morning, parents that I spoke to mentioned that every morning the Family Support Worker is always available every morning and she is very approachable. Every child receives a free breakfast of bagel and some fruit throughout the day.

Children and staff have access to the Spiritual Garden, this a beautiful space for peace and reflection, also spiritual corners in each classroom for the whole school community. Every classroom has a worry box and there are worry boxes placed in communal areas around the school and on the webpage.

Around the school you see evidence of the values-based education that the children receive. The school values are the foundation of St Mary's, they run through everything that they do in the classroom, playground and the community. I attended collective worship, led by the Deputy, this was based around the value 'responsibility' all the children were engaged during the worship and they had lots of opportunities to reflect on the values responsibility. Year 3 shared their box of food donations that they had collected to support those in need in their local community.

There is a focus round the school on building children's resilience by developing and embedding the Growth Mindset approach. All classrooms have a growth mindset display, while talking to a Year 5 child about growth mindset he said that *'he learns from his mistakes and he doesn't give up'*.



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Next Steps:

- Continue to develop opportunities for supporting children's mental health and wellbeing - student art therapist, look at possibilities for introducing play therapy and drama therapy.
- Plans are going ahead to develop a plot of land into a forest school. This should be up and running in the next academic year, 2022-23. Key staff to be trained in running forest school.
- Further parent workshops planned to support parents with managing anxiety in themselves and their children

Target 3: As a Sanctuary School, to share our practice with other schools and organisations.

St Mary's is a School of Sanctuary School, they are committed to creating a culture of welcome and raising awareness of issues faced by refugees and asylum seekers. Every class has its own community project as well as whole school projects. I meet with 7 children from Years 3, 5 and 6. They spoke with pride about the community projects they have been involved in. such as The School Council visiting Lewisham Donation Hub with a card and chocolates to thank all the volunteers for their amazing work. Year 6, spoke about being involved in a meeting with the Home Office to discuss and give their views on a range of issues related to Immigration and British Citizenship. one child said *'the school of sanctuary helps adults and children get British Citizenship'*. Year 5 excitedly spoke about Amal 'the giant walking puppet and how they met her on Deptford High Street to give her a very warm and special welcome.

Next Steps:

- To extend links with organisations such as Children's Society and PRAXIS to challenge government & local policy where sanctuary principles are not upheld.

Agreed Targets for 2022-2023

Target 1:

Develop provision to meet the needs of the increasing numbers of children entering EYFS with social communication differences and autism so they can better access learning and make good progress.

Target 2:

To address the deprivation gap by supporting parents to develop the skills to engage more in supporting their children's home learning.



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Target 3:

To train children to be 'sanctuary ambassadors' that will welcome and support new children coming into the school and help those experiencing difficulties with making friends.

The Impact of the Cluster Group

The school has participated in all the remote Cluster meetings this year and the SENCO told me she has learned a great deal from attending these meetings. The school has also, presented their school to the cluster during the last year about their recent OFSTED inspection.



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Overview

The pupils who attend St Mary's Primary School are fortunate to belong to such an inclusive school. They are happy children who are respected and valued. They are strongly supported in all areas of the curriculum by passionate and dedicated staff led by the Headteacher, who has a clear vision for ensuring that St Mary's offers the best possible education and enrichment activities. She is ably supported by a strong team of senior leaders who share her determination that no matter what the children's starting point is they will all receive an amazing experience at St Mary's.

I met with parents. One parent that I met expressed that *'the Family Support Worker fixes everything, she is on the door in the morning and afterschool, she is very supportive and approachable'*. Another parent explained that *'the school treats each family differently depending on their circumstances, they are a listening ear, the school helps to support them for example, giving them money to come to school, food vouchers and helping with housing issues'*.

The school offers a vast number of parental workshops, which the parents find very informative, such as strategies for parents to manage their children's anxiety. A parent spoke fondly of the stay and sing sessions for babies and children up to pre-school age, this allows the parents to get to know each other before their child starts the school.

I watched the morning worship, linked to one of the school's values, 'responsibility', the behaviour of the children during the worship was excellent. The Deputy linked the charitable work that the Year 3 did, collecting food for people in the community. The children had the opportunity to reflect on how the value of responsibility applies to their everyday life and how they are going to show responsibility throughout the day.

Two Year 6 children took me on a tour, the school's values are displayed all around the school, the values lie at the heart of everything the children do. Every classroom has a Growth Mindset display, the school is focusing on building children's resilience. All the classrooms are well organised; the vibrant displays celebrate the children's learning and progress. Prompts in the classes aid their independence. The teachers plan their lessons carefully considering their children's needs and interests. Support staff are well trained and make a valuable contribution in class or provide interventions for individuals and groups where necessary.

I met with the R.E lead, she explained that the children are taught about the meaning and purpose of life, they are given the tools to tackle stereotypes, they are given the opportunity and confidence to voice their own opinions. The children have opportunities to visit a range of places of Worship. In the future Year 5 will be visiting a Mandir and Year 6 go Southwark Cathedral for their leaver's assembly. The staff have made the school a warm, friendly, and welcoming place. Everybody has a clear sense of purpose. The children have confidence in their teachers and support staff and know their needs will be met. They feel inspired in their learning by the highly imaginative teaching and enrichment opportunities. All staff spoken to, whether teaching or support staff, reflected the same message, that the school was all about inclusion and that they wanted each child to feel valued and included. The culture of the



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school is to ask if you do not understand. As the school is small this helps to give a family feel and very good communication between all stakeholders.

All children, whether they have had breakfast or not, receive a bagel daily and fruit. All trips are subsidised for parents. The school recognises that not all children complete their homework, so they offer a homework after school club for the children.

Both pupils and adults feel supported and said there is always someone to listen to you and offer help, this was echoed during discussions with members of staff *'this school is family oriented; we support each other. The staff is very diverse, and we all follow the same values, children receive an amazing education here and we are very supportive of our families. The staff speak a range of languages, and the Family Support Worker is a God send'* During lockdown every child, who needed it, received a laptop or/and a dongle to enable to access their online lessons. The school tutor said that *'this school is a real community, inclusion is very important, SEND children are never excluded.'*

The enrichment opportunities that the children receive is exceptional, the school had an Ofsted Inspection in January 2022, and the inspector wrote, 'leaders provide extensive, high-quality experiences to support pupils' personal development. Staff offer pupils a plentiful range of clubs and trips'. The Year 3 children said *'this is the best school ever. We have the best teachers in the universe, and we go on a lot of trips.'*

Governors continue to play an important role in the school, both in a supportive and challenging capacity. Their role is much more than governance; they live and breathe the ethos of the school and are so proud of what they are achieving here. Their knowledge of the action plan review and future developments is more evidence that inclusion is everyone's responsibility.

I really appreciated the warm welcome I was given by staff and pupils in the school. There was so much evidence to support the school's positive work on inclusion and throughout the day, I saw how much it meant to staff to ensure that the needs of individuals are met. The staff's reflective and thoughtful approach ensures that the school is warm and welcoming and aspires to do the best for each child.

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

Assessor: Angelina Adrien

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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