



Annual Evaluation for the IQM Flagship Project



School: Heathmere Primary School
Alton Road
Roehampton
London
SW15 4LJ

Head/Principal: Ms Emma Lewis

IQM Lead: Ms Nana Kennedy

Date of Review: 5th July 2021

Assessor: Kenny Frederick

IQM Cluster Programme

Cluster Group: SHELL Cluster

Ambassador: Mrs Pat Wood

Sources of Evidence during IQM Review Day:

Discussions with:

- Headteacher.
- Family Liaison worker.
- SENCO.
- Nurture Leader.
- Subject Leaders in English and Maths.
- Learning Mentor.
- The Wellbeing Lead.
- Two Art specialists.
- Parent Governor.



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Evaluation of Annual Progress towards the Flagship Project

The school's progress from the previous year were based on the project focus of pupil's wellbeing. They set themselves three specific targets:

Target 1:

To ensure the Learning Mentor supports the children to develop communicate about their feelings and understanding the feelings of others during transactions in their daily lives.

Target 2:

Nurture group leader to achieve the Nurture Assessment and Certification. The aim is for the apprentice to complete their apprenticeship.

Target 3:

The effectiveness of the intervention is measured by Boxall and SDQs termly.

Develop the use of vocabulary to support children's communication across the school by the use of Paths and Zones of regulation.

The school has very successfully achieved the targets it set itself despite the difficult year of Covid 19 restrictions.

Agreed Actions for the Next Steps in the Flagship Project:

To develop the use of Zones of Regulation throughout the school. This work is already underway. However, the school have decided not to continue as an IQM Flagship School. They will continue to be an inclusive school.

The Impact of the Cluster Group

The school has been present at all three virtual Cluster Meetings and has reflected on the practice shared at cluster meetings.

Overview

The Headteacher and her Deputy Head gave me an overview of the school context and the school priorities going forward. The school is located in a deprived area on one of Europe's largest housing estates and is a two-form entry school. The school has the highest mobility figures in the Borough and this figure has been even higher this year due to Brexit and general turbulence in temporary housing. The school is made up of



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pupils and families from many different nationalities and many different languages are spoken at home. It is a maintained school with a very supportive local authority.

The Headteacher leads the safeguarding team of three and they meet weekly to review the concerns and to look at what has been followed up that week and what else needs to be done. The family liaison worker (one of the safeguarding team) meets the children concerned to gather appropriate information and they then decide who is best to follow up. The team work well with the local MASH team and they have a school based social worker in school two days a week who has a targeted caseload. There is an experienced safeguarding governor who comes into the school regularly to meet with the safeguarding team. The school's Business Manager keeps the central record and the safeguarding governor checks this when they come into school.

There has been an increase in child protection and safeguarding referrals during the last year of the Covid 19 pandemic. Mental health issues in families have meant that many struggled during the last lockdown and incidences of violence have increased. Parents and children are usually comfortable with speaking to the school team.

During the last lockdown, the school set up a food hub and subsequently saw a lot of vulnerable families who came to collect food. Additionally, the school set up a weekly book swap where families could drop into school to change reading books and touch base with staff. These activities were in addition to the regular phone calls that were made home every week by class teachers.

Remote learning was difficult as the majority of families did not have access to appropriate devices and Wi-Fi, therefore there was a mixture of learning opportunities on offer so that most children managed to access them. A decision was made not to deliver live teaching because of the shortage of devices but also because of the fact that so many families were living in overcrowded housing and could not find the quiet space to engage. However, they did a daily thirty minutes to get the children together to outline the day's learning activities and to keep in touch and let them see and hear their teachers. The school also sent home blank exercise books and paper-based learning packs. In addition, the school was part of a BBC production of schools in lockdown.

The family liaison worker has developed a strong relationship with the local Citizens Advice Centre and together they set up a regular video call for parents who wanted to access advice. This was very helpful as most of the Citizens Advice Centres were closed throughout the last year.

In the new academic year, the school will be offering a Start Strengthening Families course and the Family Liaison Worker is trained to deliver this. Currently she is targeting families to ensure take up is good. She regularly sends out details of courses available for parents and lots of people accessed these during the year especially during the lockdowns.

The Family Liaison Worker is also part of the attendance team, and she follows up on persistent absence. Her relationship with families is very strong as a result of the supportive work she does.



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I met with the Nurture Lead, and she spoke to me about the development of nurture this year. This is the second year of nurture and although the Covid pandemic has set things back it is proving to be very successful. She is a qualified and very experienced nursery nurse and she completed the nurture assessment certification with full support from the school and she now works in Year 1 and Year 2 in the mornings. She explained that the school uses a programme called PATHS (Promoting Alternative Thinking Strategies), which is about getting children to understand and recognise their feelings – when they are comfortable or uncomfortable for instance. Teachers use four puppets and every year group does it weekly and she does it every day in nurture. She explained there is a whole package of lesson plans and resources that can be used by staff.

Currently there are eight children in the nurture group and the nursery lead is supported in her role by an apprentice worker who completes her course this summer and will be leaving the school. However, a new person is starting in the role, and she is hopeful they prove to be successful. Two of the children in the group have very extreme behavioural difficulties and several other are very vulnerable. Maintaining a balance where all the children feel safe and secure is always a challenge but is possible.

The nurture team is consistently around the school when the children are in their mainstream classes. The teachers in all classrooms use the same PATH language and activities that is also used in nurture. This means children are more relaxed and comfortable when they are there. The children spend most of the mornings in their mainstream class and come into nurture for the afternoon.

During the mornings, the Nurture Lead works as a nursery nurse in Reception and then in the nurture group in the afternoons. She feels she has ownership and responsibility for what happens in this area, and she is very proud of the provision. She told me that she feels part of the community as she was brought up in the estate and is a single parent so she can relate to the parents. She is totally committed to inclusion and works with the Learning Mentor and teaching staff to make sure nurture children are able to transition back into mainstream when they are ready.

All children have a termly Boxall assessment (checking children's emotional development) to see if the provision is supporting the children well. The nurture children have completed two rounds of Boxall assessments and all have improved their scores and are closer to being within the expected range of emotional development. Even children with very high needs within the group have made progress in the developmental strand. This is very pleasing for the nurture team.

This year has been different because of the Covid pandemic. The Nurture Lead has had this group for the whole year (with much disruption due to lockdown and periods of isolating at home). Normally the children would be in nurture for two terms and would then return full time to their class. This year she will transition them over from Year 2 and is making sure the pupils are well prepared for this move. She is in constant discussion with the class teachers and can provide them with helpful strategies to work with these children. There is a constant dialogue about what is happening with the children.



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The Learning Mentor has supported children within the nurture group both within nurture and in the classroom. I met the Learning Mentor who works with children to develop their SEMH language skills using the path language. He works with the nurture team to support children to develop the confidence to share their feelings using a range of resources and strategies.

The Learning Mentor and Nurture Lead work with children to ensure the strategies used in nurture support transition back into full-time class. He has experience of supporting children who have gone back into class full time to ensure they can successfully transition. The first group of children who have returned to class had a phased return and this appears to have worked well. The children who stayed in nurture continue to develop their resilience skills by using discussion and activities for the transitions. Two children continue to have snack time or drop-in sessions as part of their additional provision.

Making and maintaining friendships is often a big issue for the nurture children. In order to facilitate friendships children can bring a friend from the class to be a guest in nurture (mostly at snack time) to help them maintain friends. They pick the child they want to invite to come in. The motto in nurture is that "Teamwork makes the Dream Work". They may bring a different teacher into nurture to work alongside them. In addition, they always introduce them to the new teacher and have one-to-one teacher sessions.

The Learning Mentor covered the nurture group when the Nurture Lead was away. He acknowledges that they need to use different approaches with different children and there is one thing that will always work. He says that they can only transition well when they are ready to move on.

The Learning Mentor had just returned from a residential trip with Year 6 who had been overjoyed to have this experience. He was equally pleased and said they all had an amazing time. Currently the Learning Mentor is based for much of his time in Year 4 because they have many children with high needs. Teachers are very happy to have him in the lesson as he is able to support the learning of these pupils. He told me his favourite part of his role is supporting children in all sorts of areas and he knows he can make a real difference.

The Nurture Lead and Learning Mentor told me that staff wellbeing is carefully planned and organised and is a whole school priority along with the wellbeing and mental health of pupils. There is a counselling service which they all have access to and the Headteacher is very approachable and helpful. People notice when someone is looking or acting differently or if they are showing signs of distress. Both the senior team and staff in general are very supportive of each other. The support staff are well trained and there were many opportunities during the lockdown periods to take up additional training.

The Learning Mentor would like to have the opportunity to meet with other Learning Mentors to establish a network group and to learn from each other and get to visit each other's schools. There does not appear to be a Learning Mentor network in the Borough.



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Next, I met with two teachers who also lead in English and maths. One is an Assistant Head and both are on the senior team of the school. They told me the Deputy Head has an overarching responsibility for the curriculum and she also leads the staff subject teams. As it is a two-form entry school they are able to plan with their partner teacher and work collaboratively with others in the school.

They spoke about their experiences during the last year and especially during lockdowns. They felt the daily class assembly over Zoom where they went through the timetable for the day was very positive for them as well as the pupils. Checking in with the pupils every day and seeing how they were doing and getting them sorted each day helped them get into a good routine.

They used a variety of resources including White Rose Maths and Oak Academy. In English they did daily phonic sessions and EYFS did phonics boosters in assemblies. Book swaps were also popular with families and reading and writing activities on the Oak Academy site.

Since the children returned to school they have been getting on with their learning and have settled well. Assessments have not shown any major regression in reading. Normal interventions in place before lockdown took place virtually when the children were not in school. They told me they are proud that they maintained the normal timetabled interventions in such difficult circumstances.

The children are doing formal assessments this week and the children are in a stronger position than they were last year. There are some gaps and the school is using the catch-up funding to plug the phonic gaps.

Staff training and development and CPD has been maintained throughout the year. In maths they have used a lesson study model and have adapted it to their needs and they managed to observe each other's lessons. There have been lots of supportive conversations instead of regular feedback. Collaboration is key and staff are encouraged and enabled to work together to improve their practice. Staff meetings are often used for collaborative planning and discussions about teaching and learning. As senior leaders both the teachers I spoke to also accessed various leadership training opportunities. Both have developed useful networks of colleagues in other schools and have formal and informal networks.

An important development is that coaching has been provided for the senior team and this is really useful in giving them the time and space to reflect. Learning to use coaching conversations with staff has been a real benefit. Both colleagues told me that staff wellbeing was a priority and there was much going on in this area.

My next meeting was with one of the school governors who was also a parent, and he was able to talk about the school from both sides. In addition, one of his children has special educational needs and he was able to tell me how the school had supported her. He has been a governor for four years and his time as governor will soon come to an end. He said he has really enjoyed the role and the governing team was very



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welcoming. He told me he was proud to be able to be on the recruitment panel for appointing the Deputy Head and that the training for governors has been very good. The parent governor has four children and they all attended the school since nursery and the teaching has been really good. The remote learning during lockdown went very well. Once the children got used to the routine they enjoyed being at home.

The parent governor is also the SEN governor and he enjoys the role especially as he is the parent of a child with SEN. He meets regularly with the SENCO and he and she report back to the Governing Body. His role is to ask relevant questions about SEND progress and record any achievements. He told me the SENCO is very much hands on and he says the school is very good at what they are doing in this area. He told me that there are over seventy-four children on the SEN register and sixteen with an EHCP. He says he knows what questions to ask because he has a daughter with SEN. Her difficulty is with speech and language, which makes her very anxious. Often, she does not want to go out but the school is really good at supporting her emotional needs and the teachers understand the parents' concerns.

The school has been really good at supporting her emotional needs and teachers understand the parents' views and come to their level. As a parent he has been given a learning pack to work with her as much as they can. He tells me it is a combination of the school and the parents that make the difference. The current class teacher is so good that he is worried about the change of teacher that is inevitable in September. However, he trusts the school to allocate someone who is equally good.

One of the things he has struggled with is the many initials and acronyms used in reports and meetings. This has been a big challenge to learn the acronyms and educational speak. He told me he did his homework, and such but it has been challenging and sometimes he is confused by them. However, the Clerk to the governors is very good and they explain what words mean. From this he has made a crib sheet of acronyms which he is going to hand over to the chair to give to the new governors and it will be his parting gift when his time as governor is up.

My next meeting was with the SENCO who talked me through the self-evaluation document and evidence provided. She is an Assistant Head for Inclusion and sits on the senior team. The main difficulty is speech and language difficulties and because of the deprivation in the area the school is always playing catch-up. This is evident early on in Early Years where children with particular needs are identified. The LIPA Work Programme (inclusion for nursery school children) is used for this purpose. The SENCO tells me that the school has benefitted from having their own Speech and Language Therapist which they share with two other schools. She has started applying for EHCPs when they are in nursery even if children do not have a formal diagnosis. Applications for EHCPs are usually accepted by the Local Authority as they are really robust and have the EP's support. The school is always able to show what they have put in place already and what the outcomes have been.

The SENCO told me that teachers use Quality First Teaching across the board which is really good for pupils with EAL and indeed all pupils. QFT is always the first starting



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point. Teachers are always asked what they have done to support children causing concern. There are ten Teaching Assistants in the department plus the Nurture Lead and Learning Mentor. The school makes sure to avoid the Velcro model of support as they want children to become independent. There is a clear provision map and they talk to parents about what support they expect for their child. They are very clear about the reality of what they can and will provide. Parents are convinced in the end when they see their children making progress. There are meetings with parents every term and they Plan, Do and Review in collaboration with the school.

During the second lockdown the TAs continued to provide one to one support in small groups via Zoom. The children continued to receive speech and language and phonics virtually and a large number of vulnerable children attended the in-school provision. The ones who engaged with the remote learning at home did pretty well in terms of progress as did the ones who came into school.

The school uses PATH, which is designed to support the wellbeing of children. It is about the consistency of language across the school and the same language is used when talking to parents and each other. One of the wellbeing team at the school told me that staff welfare is also prioritised in the school. They have access to Place2Think if they are worried or anxious, they can go and talk to her. The school has also reviewed the marking policy and when they are report writing they are given time to complete these tasks. I was told the school is family friendly and staff benefit from this.

I spoke to two members of support staff who were also artists in residence. They support children in class for part of the week and deliver art experiences for the rest of the week. Arts are clearly valued in the curriculum and across the school. There are various art projects based on topics being studied that term. There are many examples of the artwork on display across the school. Some of the projects are also linked to music and dance and performance. There are specialist music and dance teachers in the school and they work together to give children creative and exciting arts experiences.

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: Kenny Fredrick

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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