



# Inclusion Quality Mark (UK) Ltd

22<sup>nd</sup> October 2015

Mr Niv Vitarana  
Head of School  
Hayes Primary School  
George Lane  
Bromley BR2 7LQ

## **Assessment Date: 15<sup>th</sup> October 2015**

Hayes Primary is a large, popular, three form entry primary school with nursery serving the local population in the village of Hayes in Bromley, Kent. The catchment area contains a small number of needy families as well as being an area of comparative affluence. There are 58 pupils who qualify for pupil premium and 28 pupils have a range of SEND with one child having an EHCP and two pending. There are also children with additional needs, including medical needs.

The school is very welcoming and, from the moment one arrives at reception, the very warm, positive ethos of the school is evident. The executive head teacher, head of school and SLT lead by example in an open, caring and purposeful way. The school has very high ambitions for its learners and inclusion is central to its vision of “Developing happy, confident and independent learners through engaging, challenging and motivational teaching”. The executive head teacher is determined that no child’s needs will be overlooked and that the individual needs of a small number of vulnerable children will be dealt with in every way possible. The senior team is very open and approachable and is highly respected by staff with the result that everyone works hard to achieve the best possible outcomes for pupils. The SENCO, who is also an assistant head teacher, is passionate about meeting children’s needs and works in a rigorous, incisive, thorough and caring way to ensure that the school provides a wide range of different types of support, which is targeted carefully at the individual needs of pupils.

Teaching and support staff are very motivated and resourceful and work very well together to do their very best for all pupils. Lessons are planned thoroughly to meet their pupils’ individual needs and the detailed, daily green pen marking of pupils’ work is an excellent feature. Staff share the common, inclusive vision and they feel they have excellent support and training to enable them to do their work. Staff are encouraged to develop their skills through a range of CPD opportunities and regular staff meetings have a strong focus on teaching and learning. Lessons are interesting and challenging for everyone and examples of the rich curricular opportunities include specialist music, MFL, PE and RE and there is a wide range of curriculum related trips and after school clubs.

Pupils are very happy, articulate and confident and behave very well around the school, in their lessons and in the playground. They speak very fondly of their school and its staff, for whom they have great respect and they know that they are listened to and cared for. There are opportunities for pupils to take on roles of responsibility in the school including the school council and peer mediators. Pupils are keen to talk about their school and are full of enthusiasm for their teachers and support staff. Comments made by pupils include “I like this school because we get along really well together because everyone is kind and helpful”, “The teachers are

amazing and they always help you out". Pupils in the 'venture group, which provides support and activities for vulnerable and needy children commented "There are lots of fun activities and a good education", "You can't really not get involved in something".

Pupils make excellent progress and staff work very hard to ensure they are continually improving. Progress is rigorously monitored and individual targets are set for pupils. A thorough tracking system ensures that pupils who are not progressing are targeted for a range of different interventions according to need. There are rewards for pupils to celebrate their many achievements, which they are very proud and pleased to receive. As a result of excellent learning and teaching the progress of all pupils is outstanding in all areas and there is no gap between different groups of pupils.

The school has further developed its relationship with parents over the last few years and recently created a family liaison team that has enhanced this work, ensuring that there is early intervention and a great deal of support for needy families. The school finds many ways to communicate with parents and to involve them in the life of the school, including via the website, which parents of children with SEND have had involvement in developing. Parents speak very highly of the school and its staff. A group of parents spoken to including the parents of children with SEND, explained the thorough, caring and effective approach that the school takes towards meeting all children's needs. They mentioned the sensitivity with which the school ensures that all pupils are able to attend trips and the excellent support provided by the family liaison team when families are experiencing difficult circumstances. The school holds a number of workshops and courses to support parents in supporting their children. They feel that communication with the school is excellent and senior staff are always available for a chat in the playground.

The school has a positive reputation in the local community: pupils engage in a number of local and national charities and the PTA is active in organizing events and fundraising to support the school. All staff, parents, governors and pupils spoken to were extremely positive about the school's work. There is a very genuine sense of team effort here, of mutual support, of listening and of including everyone. The governing body is fully committed to the school's vision and they play a very positive, active and supportive role in the school.

Exceptional features of this school, include the feedback marking and 'green pen learning time' at the start of every day; the venture group for needy children; the superb support for children with SEND as a result of the detailed work of the SENCO and the collaboration between support staff and teaching staff.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. The areas for development outlined in this report are taken from the school's own development plan. I recommend that the school be awarded IQM status and be reassessed in 3 years' time.

**Assessor: Pauline Roberts**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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

## **Assessor's Comments: Element 1 - The Inclusion Values and Practices of the School**

### Strengths:-

- Inclusion is central to the school's vision and purpose and this sets the framework in which all work takes place in this warm and welcoming school.
- The leadership of the executive head teacher, head of school and SLT ensures that all children are fully supported to attain to their full potential.
- Individuals are valued at this school and there is a very happy, caring atmosphere.
- The school welcomes and celebrates the cultures and beliefs of the school's pupils and is very careful to ensure that all pupils feel they are valued within the school.
- Awareness of different needs is highlighted through events such as 'purple day' to help raise awareness of epilepsy.
- There is a sense of common purpose amongst staff, who have the pupils' best interests at heart and work very hard to meet their different needs.
- Parents speak very highly of the school and they are involved in the life of the school in various ways.
- Excellent transition practices are in place for pupils starting school, transferring from year to year and for those transferring to secondary schools.
- Staff are very positive role models for pupils and relationships between staff and pupils are excellent.
- There is a consistent approach to behaviour management resulting in very high standards of behaviour throughout the school.
- There is a thorough system of termly data analysis and pupil progress meetings ensure that all pupils' needs are identified and that any pupils who are not progressing as expected are highlighted and targeted for appropriate interventions.
- Achievement of all kinds is celebrated in a variety of ways, including through weekly achievement assemblies and awards and 'golden table' nominations.
- There is ongoing training for all staff on many issues linked to teaching, learning and inclusion.
- A small number of pupils are on pupil premium and the needs of these pupils are carefully tracked. The school is very sensitive in supporting the pupils who qualify for this funding.



# IQM Self-Evaluation Report



## Areas for development:-

- To further develop pupil and parent voice in the development/reviewing of policies.
- To promote further links with other schools in the academy trust to ensure consistency in terms of inclusive practice.

## **Assessor's Comments: Element 2 - The Learning Environment, Resources and ICT**

### Strengths:-

- The learning environment is very positive for pupils and is enhanced through lovely display throughout the school, which celebrates the work and achievements of pupils. The layout of each classroom is carefully planned according to the needs of all pupils. All classrooms are well resourced to meet pupils' needs.
- ICT facilities are well used to support pupils' learning, including the use of iPads, laptops and interactive whiteboards.
- Communication, both oral and written, with all pupils and parents is clear and effective. This includes the regular newsletter, which is clear, informative and very useful for parents.
- The school is well resourced, enabling staff to meet pupils' additional needs, including the needs of pupils with SEND.
- Support staff provide excellent support for pupils in the classroom or in intervention groups. They are fully involved in planning.
- Achievement is celebrated in many ways, including through award assemblies, golden tickets, golden table, the newsletter and celebration evening.
- The school has lovely outside space, including a large field and various play areas. Best use is made of these to enhance pupils' learning experiences.

### Areas for development:-

- To develop a forest school on site.
- To continue to develop CPD for staff around inclusion and meeting all needs.

## Assessor's Comments: Element 3 - Learning Attitudes, Values and Personal Development

### Strengths:-

- The school has very clear policies, for example on behaviour and bullying, which are understood by everyone and pupils' behaviour towards each other and towards staff is excellent.
- The school works very hard to create an environment where everyone can learn in an atmosphere of harmony and mutual respect. This is evident in the overall inclusive ethos of the school. The school is proud to be a 'Rights Respecting School', which reflects the school's core values and these values are reinforced during assemblies, in lessons and in the playground.
- Pupil voice is very strong in the school and opportunities for pupils to take on responsibilities include the school council, the 'rights respecting' committee, prefects, monitors and playground pals. As a result pupils participate in consultation on a range of issues and undertake fund raising for charities.
- The school provides excellent support for children and their families who need to access additional support. The school is open and approachable for parents who need to raise any concerns re their children. The website contains a wealth of information for parents on SEND, the support available and the processes involved.
- Pupils are clear on what they need to do to extend their learning: they know their targets and this is enhanced by feedback marking of their work through the 'green pen' learning time at the start of every day.
- There is a wide range of extracurricular activities, which are of a very high standard and are very well attended by pupils. These include netball, tennis, football, homework club, orchestra, book club, after school club and many more.
- There are a variety of school trips, linked to the curriculum and there are also school journeys, including one to France in Year 6. Very good use is made of the school's outside spaces to enhance learning. Sports' coaches help to motivate pupils for PE and the school has a strong sporting ethos.
- Pupils are encouraged to have aspirations and this is reinforced by the use of trips and extracurricular activities. The 'Venture Group' helps to ensure that targeted pupil premium and other needy children have access to a range of activities to develop their self-esteem and aspirations.

### Areas for development:-

- To continue to develop the 'rights respecting' agenda within the school.

## Assessor's Comments: Element 4 - Learner Progress and the Impact on Learning

### Strengths:-

- The school is rigorous in tracking pupil progress: data is analysed regularly and is used to set targets and to put interventions in place for pupils where necessary.
- Pupil progress meetings take place termly and half termly for those pupils causing concern.
- Pupil achievement and attainment is outstanding and the end of key stage 2 data shows an improving picture with almost 100% of pupils reaching L4 and above in all subjects and 26% attaining L6 in Maths.
- Targets are challenging yet realisable for learners. Pupils who are more able, gifted and talented are tracked very carefully to ensure they are challenged appropriately. Children with learning needs are given support in lessons and a variety of interventions are provided according to need.
- AFL is a feature of teaching and learning in the school and children understand the next steps they need to take to make progress in their learning.
- The school's teaching and learning strategies ensure a variety of approaches are evident in planning and delivery. Differentiation is planned for very carefully.
- Teachers use a range of strategies in their lessons and detailed planning, with support staff, is an important feature.
- Marking is very thorough and takes place daily. Feedback marking with next steps, which are addressed by pupils the following morning across the school in 'green pen learning time' is another important factor in helping pupils to make progress.
- Teachers provide excellent feedback to pupils and parents, through the marking of books as well as through written reports.
- Lessons are regularly monitored, feedback is provided and this informs next steps in planning for classes and individuals.

### Areas for development:-

- To continue to develop self-assessment strategies in lessons.
- To broaden provision for pupils on the Talented and Gifted register.

## Assessor's Comments: Element 5 - Learning and Teaching (Monitoring)

### Strengths:-

- The school is thorough in monitoring all aspects of learning and teaching, to ensure a high degree of consistency of standards and approaches across the school.
- Book checks are undertaken to ensure that feed back to pupils via the marking of their work is appropriate and is acted upon by pupils. This is an integral part of the monitoring of teaching and learning in the school.
- A range of differentiated approaches is used in lessons with all children and learning is personalised to meet their needs. Lessons are challenging and engaging and planning ensures that they provide motivating tasks for all.
- Formal lesson observations take place by SLT regularly and targets are set for teachers, with support provided where necessary.
- Lessons are planned in year teams with support staff, thus ensuring consistency and sharing of ideas and resources.
- Support staff are fully engaged in lessons and work flexibly according to need. They also provide excellent support for pupils with additional needs outside the classroom in small groups or individually.
- There are excellent resources for pupils with SEND, designed specifically for their individual needs by the SENCO and her team.
- Parents receive a detailed end of year report, which they are very happy with and parents are thoroughly informed re their children's next steps. There are also parents' evenings where future targets are discussed.

### Areas for development:-

- Performance targets for teachers to include a target connected to the progress of vulnerable pupils.

## Assessor's Comments: Element 6 - Parents, Carers and Guardians

### Strengths:-

- The school's work with parents as partners is an excellent feature of the work of this school. The school takes time to understand the individual needs of parents and seeks to help them wherever possible. Parents know that the school will listen to them and will provide advice and support for them.
- Parents were very positive about the school's supportive and caring ethos. They value the attention the school gives to the individual needs of their children. They find communication with the school is excellent and the teachers are very approachable, enabling them to see a teacher when they need to.
- Parents also mentioned the different ways in which they are involved in the life of the school e.g. through events, workshops, being reading mentors for children and through the PTA.
- Parents also mentioned the emotional support provided by the school's family liaison team when the family was going through a difficult time and highlighted that the school is very sensitive in ensuring parents are not pressurized into paying for trips and visits and that contributions are genuinely voluntary.
- The school keeps parents up to date with their children's learning through the regular newsletter and the school website is an important source of communication.
- The PTA is a thriving organisation and is very active in raising funds for the school and in providing additional opportunities for pupils, such as school events, for example, summer and Christmas fairs and a family picnic. They also try to make links with parents who may be new to the area/country.
- Parents also mentioned the support given by the school for their children with SEND and examples were given of the excellent progress made by children with a variety of additional needs. They also mentioned the daily communication with class teachers and the high expectations staff have for the children.
- Parents are also very impressed with the celebrations of achievements of all kinds and of all the different events, clubs and trips that are provided for pupils.
- The school involves parents in the life of the school as much as possible and provides workshops to help them to help their children.
- Parents who are bilingual are helped to communicate with the school via staff who speak the same language or interpreters where necessary.
- Parents are delighted with the progress made by pupils here and the ethos of 'keeping trying', which gives the children confidence not to give up.

### Areas for development:-

- To continue to develop the work of the family liaison team with vulnerable families and to ensure that the work of this team is fully communicated to all parents.

## Assessor's Comments: Element 7 - Governing Body and Management

### Strengths:-

- The governing body is very involved in the life of the school: they provide appropriate support and challenge to the school and share its high aspirations for all pupils. There is a local governing body and a trust level body, which includes an 'achievement and curriculum committee'. Members of this committee undertake regular visits and help to enable expertise to be shared across the schools in the trust.
- Governors visit the school and undertake learning walks with SLT, linked to their areas of responsibility. There are named link governors for SEND and safeguarding. The linked SEND governors meet the SENCO at least once a term.
- Governors undertake appropriate training, for example, by the local authority on exclusions and the common inspection framework. Efforts are made to ensure their skills are utilized appropriately, for example, in relation to finance, health and safety, early years and ICT.
- Governors have high praise for the school and its work with children and parents. They also mention the excellent progress made in the last five years in relation to ensuring the achievement gap has closed and that individual needs are carefully assessed and met. They are also very proud of the school's work on the 'venture group' and the work of the family liaison team in supporting parents.
- The school is part of a 'Challenge Partnership' and works collaboratively with this group of schools. Hayes Primary has been confirmed as a centre of excellence for SEND and outcomes for disadvantaged pupils.

### Areas for development:-

- To continue to offer support to other schools in the area of SEND and EYFS.

## Assessor's Comments: Element 8 - The School in the Community

### Strengths:-

- Children participate in a variety of clubs and after school activities and participate in a range of school trips to enhance their learning.
- The school has links with the local church, the local secondary school to which most pupils transfer, the library and the village hall, where pupils' work on WW2 has been displayed. It also has links to the local food bank and donates the proceeds from its harvest festival to it.
- Pupils undertake a variety of fundraising activities to support local and wider charities.
- The school welcomes a range of visitors into school to enrich the curriculum, such as a reading dog, a priest, an expert on WW2 and parents and members of the community provide help on reading, sports, school clubs, assemblies, science week and school trips.
- There is a thriving PTA, which raises funds and supports the school in many ways and provides a further link with the local community.
- The school is linked with other schools through its academy trust and through its teaching school alliance. Two teachers in the school are Specialist Leaders of Education and share their expertise on SEND and EYFS with other schools in the alliance.
- The school is a national support school and regularly welcomes staff from other schools to showcase their excellent work.

### Areas for development:-

- To develop the link that has been established with the local ASD charity, CASPA.