



14th December 2018

Mr N Vitarana
Headteacher
Hayes Primary School
George Lane
Bromley
Kent
BR2 7LQ

Assessment Date: 29th and 30th November 2018

Summary

Hayes Primary School is a popular 3 form entry school. It is part of the 7 school MAT, The Spring Partnership, set up in 2014.

The school has below average numbers of EAL, ethnic minority and SEN pupils, with 10% of pupils being on the SEND register. There are currently 3 pupils at the school with an EHCP, with a further 2 pending, and 5 in receipt of additional funding. Governors believe that “Inclusivity permeates throughout the school.” The Headteacher feels that gaining the IQM has been an important part of the school improvement process.

The school’s warm and welcoming ethos is evident from the moment that you step into reception. Staff are friendly and clearly passionate about their school, pupils are keen, enthusiastic and polite. There is a clear sense of “team” within Hayes. The speech and language therapist who works very closely with the school explained that, “Teachers embrace inclusion”.

Key Stage 2 results for the school at the end of 2017/18 show that the school is performing well above the national average with an impressive percentage of pupils gaining greater depth across the board. Despite this, the school is very keen to continue to move forward and there is a great deal of enthusiasm behind new projects, including fundraising for their music hub and improving outdoor education.

The SENCO is very knowledgeable and ensures that all stakeholders, including governors, are kept up to date with the inclusion agenda. Both staff and parents speak very highly of the support that she gives them. Since joining the school just over a year ago, the SENCo has introduced new SEN parents’ groups, which encourage parents to talk together and to benefit from external speakers. A recent meeting was held around the topic of anxiety.

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Tracking systems for pupils with SEND are thorough and frequently reviewed and show these children are making very good progress.

The school employs a Family Liaison Lead, a counsellor and a mentor, who work closely together and alongside the safeguarding lead. This is a well-established team who know the families and the area very well. The pastoral team feel that there is excellent communication between themselves and the SLT. The school nurse visits termly to review care plans. Wellbeing was further highlighted during a specific wellbeing week, with visits from a doctor, yoga teacher and counsellor. The Family Liaison Lead says that, "The class teachers are amazing and are dedicated to the whole child." A reading dog visits the school weekly and is read to by targeted pupils.

The school is open for pupils from 7.45 am each morning for a well-staffed breakfast club.

Leaders are keen to ensure that the grounds are used as much as possible. Children are encouraged to use the field whatever the weather. Each class has its own shed for wellies and children are expected to play responsibly on the field.

The corridors and classrooms are filled with lovely displays showing the children's creativity and hard work. Visiting artists have worked with pupils to make some stunning papier-mâché woodland scenes. Other eye-catching boards include reviews written in the styles of TripAdvisor and a display on Brazil featuring Christ the Redeemer. Throughout the school inspirational quotes are displayed on the walls. Classrooms are vibrant and exciting; reading corners are welcoming.

The children feel safe at school and know who they can talk to if they have a problem. Staff and governors are well trained in safeguarding, with regular updating. There are clear reporting procedures in place. Clear communication between the pastoral team and the safeguarding leads ensure that information is shared in order to keep all pupils safe.

Some pupils are Junior Travel Ambassadors; their wallboard highlights the work they do to keep fellow pupils safe.

The school has a team of well trained and enthusiastic Teaching Assistants who feel well supported by the SLT. Communication between the TAs and the SENCO is excellent.

Hayes Primary employs a speech therapist who speaks passionately about the work that she does at the school. There is a clear process of assessment and she works closely with the TAs, class teachers and SENCO to ensure that the interventions and pre-teaching they offer are effective and followed up in class.

Staff CPD is first rate, including the opportunity for NQTs to spend up to two weeks at the school prior to starting, in order to learn procedures, become familiar with staff and their new pupils. There is also a new action research scheme for teachers, which shapes the staff meetings. Research so far has included projects on higher achieving girls; fine and gross motor skills and outdoor learning.

The school has an excellent reputation in the local community. On the day of the assessment new parents were being shown around the school on tours led by the year 6 pupils who promoted their school with enthusiasm.

The children say that the best thing about school is the teachers, who, “Make learning fun” and run many clubs for them including football, netball, cross country, junior orchestra and Spanish. They discussed the trips and school journeys that they had been on in recent years, including trips to the Aquarium, Lullingstone Villa and a farm in Suffolk. They talked enthusiastically about a recent Saxon sleepover they had had at school, which included cooking on outdoor fires. They cited their favourite lessons as maths, particularly enjoying learning methods of computation and practising their mental maths skills.

The curriculum is enhanced by the vast amount of music on offer to the pupils. Music is a strength at Hayes Primary and is ably led by a talented and enthusiastic year 6 teacher. The orchestra and choir perform impressively. The school also offers pBuzz lessons, an introduction to the skills needed to play the trombone and trumpet. Children learning this instrument are accompanied beautifully by the school orchestra. The school employs peripatetic teachers who give flute and piano lessons to individuals. Parents are also invited to watch their children perform as part of a rock band. The children also discussed the opportunity to be a part of the *Band on The Run* programme which taught them how to play a musical instrument in 15 lessons over 5 weeks.

After a thorough and rigorous assessment process I am of the opinion that Hayes Primary School fulfils the requirements and standards required by the Inclusion Quality Mark Inclusive School Award. 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.

Assessor: Jo Hussey

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Portfolio and other supporting evidence:-

Evidence was gathered from a variety of sources and presented a picture of a fully inclusive school. In addition to the IQM paperwork these included: the school website, class IEPs, OFSTED report and provision maps; online assessments and pupils' books.

A learning walk demonstrated good learning behaviours. In year 2 pupils were writing an alternative ending to a familiar monster story, whilst pupils in year 3 wrote from the Phillip Pullman text *I was A Rat*; those who had achieved pen licenses demonstrating good handwriting skills. In year 5 pupils were designing their own legendary figure linked to Michael Morpurgo's *Outlaw*; each table had examples of higher-level vocabulary and there was an expectation that the children would use these.

The two-day assessment also included meetings with the following:-

- SLT.
- Parents.
- Pupils.
- Support staff.
- Pastoral support staff including the mentor, family liaison lead and the counsellor.
- Speech and language therapist.
- Governors.



Element 1 - The Inclusion Values and Practice of the School

- Staff at all levels feel valued and their ideas are taken into account.
- There are clear policies and procedures for safeguarding.
- The school employs a counselling service as well as reading mentor/ ELSA to support pupil's emotional needs.
- There is excellent communication between the SLT, teachers and all stakeholders.

Strengths:-

- SEND children, particularly those with speech and language needs, receive good support enabling them to become independent learners.
- SEND pupils are monitored closely and interventions put in place where necessary.
- Robust data systems ensure the progress of all pupils is monitored closely.
- Excellent communication systems between staff and parents give most parents confidence in the school.
- Transition to secondary school is managed well, with additional opportunities for pupils to experience their local secondary school before they leave Hayes Primary.
- The school listens to the voice of its pupils. An example of this is the new toilet block which is more open and which pupils feel is safer.

Areas for development:-

- Higher ability children are noted on whole class and whole school assessment registers, but Hayes might consider having a separate register for these pupils in order to monitor their progress more easily for discussion with parents.
- In general children are targeted to see the mentor. The school might consider offering a drop-in service at lunchtimes, with children referring themselves.



Element 2 - The Learning Environment, Resources and ICT

- The school is fully accessible.
- The current plan to expand outdoor learning is popular with both staff and children.
- The lunchtime play experience at the Hayes is well planned with opportunity for the children to access the field in all weathers.
- Many classes include workstations set up for individuals with particular SEND needs.
- The foundation stage's outside area is well designed with lots of opportunity for imaginative play.
- The school's IT coordinator is also an SLE, leading training in the local area. The school is well resourced with iPads and laptops. Pupils have the opportunity to use programs such as Scratch and Hopscotch and have use of equipment such as Raspberry Pi and Bee-Bots.

Strengths:-

- The excellent school website provides visitors and parents with current information about the school.
- The reception area and staff provide parents and visitors with a warm welcome; giving a very good first impression of the school.
- Targeted pupils have wobble cushions, spell checkers, Dictaphones and laptops according to their needs.
- Displays showcase pupils' work and includes some excellent writing.
- Book corners are welcoming and well stocked.
- Children have the opportunity to work outdoors in science, history and maths. They cited a time when they had to plan survival techniques. What would happen if they were stranded on the field with only a black sack and a biscuit between four?

Areas for development:-

- To further enhance playtimes the school is planning on expanding its Loose Parts programme, giving children more scope for imaginative play.



Element 3 - Learner Attitudes, Values and Personal Development

- Policies such as admissions, anti-bullying and behaviour are available on the school website along with information on the curriculum.
- A system of rewards of green and red points, which are tracked on a computer program, serve as an incentive for good work, attitude and behaviour.
- Children enjoy their learning; their books show good progress.

Strengths:-

- There are a wide range of extra-curricular activities which enhance the curriculum.
- High needs funding ensures excellent support for those pupils with SEND.
- The learning walk showed good learning behaviour in all key stages.
- All children are encouraged to take part in a musical activity, be it as part of a rock band, the choir or the orchestra.
- Children are keen to earn green points and to get golden tickets to the golden table. (An opportunity to sit at a special table on a Friday lunchtime and to enjoy the little extras that come with this reward.)

Areas for development:-

- In discussion, the children seemed aware of what could happen for them if they were more able in music and sport, but not in the core subjects. Hayes might consider making more able challenges more explicit.



Element 4 - Learner Progress and Impact on Learning

- Attendance is excellent at 97.5% and well monitored by the school Family Liaison Lead.
- Quality literature is used to inspire writing. Class sets of *The Outlaw, I was a Rat and Skellig*, were in use during writing sessions in the junior classrooms.
- All pupils in year 3 are screened for Dyslexia using the Lucid screener. Additional support is then given to those in need. Children have access to the IDL program.
- A well-trained group of TAs manage and run interventions including; touch typing, Lego therapy, early bird maths and fine motor skills programmes.
- The speech and language therapist has particularly strong links with the reception class staff, which leads to swift intervention and good progress.

Strengths:-

- Clear tracking procedures, which are constantly reviewed, ensure good provision for individual pupils.
- Clear systems for marking and feedback are in place.
- The SENCo monitors SEN pupils very closely not only in terms of their academic progress, but also their social and emotional progress.
- Children do not sit in fixed positions during lessons, if they excel at a particular aspect of the subject being taught, they move to the top table.

Areas for development:-

- Make the opportunities for those working at greater depth or with specific skills more explicit so that all stakeholders know what the school has to offer such pupils.
- Ensure that the More Able pupils know that there are challenges for them to do in every lesson.
- Whilst attendance is good, Hayes might like to consider further incentives, such as a film night for improved attendance or a sleepover at school for 100% attenders.



Element 5 - Learning and Teaching (Monitoring)

- Skilful TAs are deployed throughout the school in order to support targeted pupils.
- Regular classroom observations are carried out by the senior leadership team, as well as book scrutiny and analysis of assessment data, ensuring a good knowledge of the progress being made in each class.
- There are clear systems in place for tracking key groups including: PPG and SEND.
- Intervention groups are monitored closely by the SENCO.

Strengths:-

- Good teaching ensures that the pupils are engaged during lessons and achieve their potential.
- Children with SEND are well supported and make good progress.
- Safeguarding procedures are excellent and effective in ensuring children are safe.
- Subject coordinators are knowledgeable and enthusiastic about their subjects and keen to ensure that their pupils have the best opportunities.
- Learning questions are posed each day in the maths books, showing exactly where the learning is headed.

Areas for development:-

- The school has recently bought the Provision Map program and have begun using it. Expansion of this resource is planned.
- Hayes might like to consider expanding the format of the maths learning questions into the literacy books, so that the children are in no doubt as to what is being asked of them.



Element 6 - Parents, Carers and Guardians

- The school has an active and supportive PTA.
- Parents feel welcome and are often invited in to concerts and assemblies.
- Hayes Primary has an open-door policy; members of the SLT are always available to speak to parents.
- Parent's find the SENCO extremely helpful and approachable.

Strengths:-

- Good communication systems which give parents and carers confidence in the school and in its support for their child's needs. Parents receive regular newsletters, emails and text messages. Teachers are available for discussion at the end of the day.
- The SENCo runs groups for parents.
- Well-staffed breakfast and after school clubs offer child care for working parents from 7.45 am until 6 pm.
- One parent mentioned, "working together," as the reason that her child had made good progress. She detailed support from the speech and language specialist, scaffolding at school, good progress meetings and clear communication.
- Parents appreciate the work of the PTA, particularly the running of the Uniform Hut, which allows them to buy good quality second-hand uniform at reasonable prices.

Areas for development:-

- Whilst most of the parents spoken to feel that the SEN support at the school is well managed, one parent felt that the staff would benefit from further support in ensuring that pupils with ASD are catered for within the mainstream.
- The SENCO has plans to set up a transition group for parents of SEN pupils transferring to secondary school.



Element 7 - Governing Body and Management: - External Accountability/Support

- Governors have an excellent knowledge of the school, its procedures and policies. They are clearly involved in decision making and hold the senior leaders to account.
- There is an expectation that all governors will play an active role in school life. Governors are keen to visit the school and are always welcomed. Their visits are structured and have purpose. These include termly learning walks.

Strengths:-

- The strong leadership of the Head of School and the SLT and their commitment to inclusion and improving the opportunities for all children.
- The strong leadership of the SENCO, her knowledge and understanding of the procedures needed to support pupils with SEND and their families, and her communication with all stakeholders.
- The Governing Body ensures that inclusion is always high on the agenda.
- The close monitoring of data, teaching and learning which ensure that standards are kept high.
- Hayes Primary has excellent links with the local authority, making use of support groups, and training.
- Governors have a clear understanding of and help to shape the school development plan.

Areas for development:-

- In order to enhance their own knowledge. Governors might be interested in looking at how inclusion runs in other schools, both within their trust and beyond.



Element 8 - The School in the Community- How this supports Inclusion

- The school has good links with the local church who visit often and whose members act as mentors to some pupils.
- The school links with the local pre-school. As there is not a nursery at Hayes Primary, this link improves transition into the reception class.
- Children have their opportunity to share their musical abilities within the local area performing at the Beckenham Festival, Bromley Schools Prom and carol singing at the local church.

Strengths:-

- Hayes has a good reputation in the local community. All year groups are full.
- The school works closely with Hayes Secondary School.

Areas for development:-

- Hayes might consider expanding the work that it does in the local community by taking small groups of pupils to help out with activities behind the scenes at local charities, such as the local foodbank in Bromley, or joining a local group that provides food for the homeless etc. Taking children to experience these charitable organisations first-hand is a great learning opportunity and raises the profile of the school within the local community.
- The school is currently raising money to build a Community Music Hub. This is a major part of their development plan.