



# Inclusion Quality Mark (UK) Ltd

26<sup>th</sup> July 2017

Mr Matthew Hipperson  
Headteacher  
St Luke's CEVA Primary and Nursery School  
Ruscoe Road  
London E16 1JB

**Assessment Date: 13<sup>th</sup> July 2017**

## Summary

St Luke's Primary and Nursery School is a happy and welcoming school providing a safe and supportive environment. The school's inclusive ethos is evident in all its work including the changes that have taken place this year. The school has a new Headteacher from October 2016 who is new to the school. The previous Headteacher was in post for twenty years and significant, positive changes have taken place this academic year. The senior leadership team includes the Headteacher and two Deputy Headteachers, one with responsibility for inclusion and the other for curriculum and teaching and learning.

The school has a morning nursery and is one form entry from Reception to Year 6. Majority of pupils are of black African heritage and the school has increasing numbers of pupils from Eastern Europe. There is a high proportion of pupils who have English as an Additional Language. The school is situated in an area of Newham with high levels of deprivation. The building was purpose built with the school moving to the premises in 2000. It has shared use with the local Church of England church.

The Headteacher has a clear and strong vision for the school. Embedding the new school values in all its work is a priority as well as staff, pupils and parents working together to improve outcomes. The Headteacher values parent voice and this was evident through the online parent questionnaires that were set on laptops for parents to complete on parent consultation evening on the day of my visit. There are further plans to work more closely in partnership with parents in order to gain a more holistic understanding of pupils. The senior leadership team is well established with the Headteacher leading on teaching and learning with a focus on dialogic teaching, one of the deputy headteachers leading on an integrated curriculum with a focus on maths mastery and the other deputy Headteacher leading on inclusion focussing on well-being. The challenge of change is recognised and has been dealt with sensitively by the senior leadership team. As a result, parents report that the transition between headteachers has been seamless and there is low staff turnover. The deputy headteacher reported "the changes have been wonderful, I now have links with other SENCOs." The Headteacher is clear that inclusion is not about treating everyone the same, but more about ensuring that each pupil has what they require in order to achieve. He quotes

from a course he has previously attended: "There's no such thing as a problem child, there's only a child with a problem."

Staff and parents at this school are happy. It is a small school where everyone knows everyone. Many report feeling like there is a feeling of family. Staff care about pupils with one teaching assistant telling me, "We want to build resilience with all children – we want to prepare them for life." The schools approach to meeting special educational needs is tailored; the highest incidence need at the school is speech, language and communication and this has been responded to through the investment in and implementation of high quality interventions in this area. The SENCO has excellent relationships with parents and parents are grateful that "she identifies things quickly."

St Luke's CEVA Primary and Nursery School has made progress in terms of its inclusive practice since its last IQM assessment and there are positive changes that have taken place. As such, I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are some areas requiring development, the school is aware of these and is acting proactively towards addressing these. I recommend that the school be awarded the Mark and considers applying to become an IQM Centre of Excellence in two to three years' time.

**Assessor: Smeeta Vaghela**

**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 Practice of the School

St Luke's CEVA Primary and Nursery School is a warm and welcoming environment in which pupils' individual needs are met through a range of interventions and classroom based strategies to support learning. Individual differences are embraced and staff work hard to ensure that every pupil is included in all aspects of school life. Staff, parents and pupils are friendly and welcoming.

### Strengths:-

- There is an Inclusion Team in place at the school who are experienced and well trained. This team includes the Inclusion Governor, Reading Support Teacher, Learning Mentor, SEN TA, Family Support Worker and the Deputy Headteacher who is the SENCO. The team meet once a half term and the Headteacher attends when he is able to. The Early Years Lead has also requested to join the meetings and this will support with early intervention. There are plans to hold two meetings a half term in the future with one being a formal meeting and one workshop.
- The SENCO has recently completed the National Award for SEN Co-ordination and the action research projects undertaken as part of the course have had a positive impact on pupil outcomes and the school's inclusive practice.
- Staff are happy and enjoy working at the school. Some comments from staff include "We identify the children who need support and everyone contributes. We all work as a team" and "I enjoy most seeing the children make progress." Staff feel listened to and valued.
- The school has adopted a new vision statement: A Christian School serving a diverse community. There are new school values that are promoted: Compassion, Respect, Perseverance, Trust and Forgiveness. These Christian values were selected in consultation with all stakeholders.
- The school has an accessibility plan. There are two disabled toilets and a shower on site. Some work is in progress to ensure that the ramps are fully accessible and to provide coloured keyboards for pupils.
- The school has bought into Safeguard Software, Newham Local Authority's preferred logging system for safeguarding concerns. Staff have been trained in using this system and use the Early Help System to support families.

### Areas for development:-

- In terms of the Inclusion Values and Practice of the School, the school has excellent practice in this area.
- The school has a Safeguarding poster with photographs of the team displayed in one area of the school. In order to further raise awareness amongst staff and visitors this poster, along with the safeguarding flowchart, could be displayed on the back of toilet doors and around school.



## IQM Self-Evaluation Report



- As discussed with the Senior Leadership Team, the school may wish to look into the charity Afruca who provide training courses for staff on areas of Safeguarding that are related to pupils from African cultures. [www.afruca.org](http://www.afruca.org).



## Element 2 – The Learning Environment, Resources and ICT

The school is housed in a modern building that is shared with the local Church of England church. The school has a computer room and library, performing arts room, kiln room, children's kitchen for group cookery lessons, an Eco Garden with re-cycling and composting facilities, a quiet reflective Monet Garden, Parish Office, hall with a portable altar, shared role play area outside Key Stage 1 classrooms, breakout areas between classrooms for intervention group teaching, two disabled toilets and a shower.

### Strengths:-

- The school has invested in its ICT to bring it up to date with recent developments in technology. This includes purchasing thirty Google Chromebooks per key stage for use in classrooms, training for two members of staff to develop Google Classroom skills and Lego WeDo.
- The school uses a texting system to communicate with parents and this is welcomed by parents.
- All classrooms have Promethean Interactive Whiteboards that are used to provide visual aids for learning and interactive teaching approaches.
- Each classroom has a visual behaviour reward system.
- Each year group has a plot in the Eco Garden; these plots have beans, apples, sweetcorn, tomatoes, onions and strawberries growing. Pupils, supported by staff, have sometimes sold the produce or made a stew using it. The school has received a City Airport grant to develop this area.
- The school is developing the outside areas for Nursery and Reception using a grant it has received.
- The school successfully bid for an Educational Grant Innovation Fund (EGIF) to support with Maths anxiety and Maths difficulties in the transition for pupils from the Early Years into Key Stage 1. It received £3500 that was used to buy Numicon resources and provide staff training in using Numicon to support with concrete learning in Maths lessons as well the Numicon Intervention Programme for small groups of pupils.

### Areas for development:-

- The school's practice in this area is good.
- Embed the use of Numicon and other concrete resources to enhance the teaching and learning of Maths.



## Element 3 – Learner Attitudes, Values and Personal Development

Many pupils at the school come from African backgrounds and are mainly of Christian belief. The school provides a safe, secure environment for them to develop, grow and learn. Pupils learn about other cultures and belief systems as part of their Religious Education.

### Strengths:-

- The school holds an election day with ballot slips and boxes for pupils to vote on representatives for the Eco group, the Safety group and the Health group.
- Golden Assembly is held once a week where pupils receive a certificate for good work or good behaviour. Parents are invited in for this assembly and photos are taken for the Golden Book that can be found in the main foyer of the school. All pupils are given an opportunity to receive a Golden Certificate.
- Year 6 pupils have opportunities for enterprise projects. This year this has involved them making a game to sell to younger pupils.
- Attendance rates are higher than the national average at 98.3%.
- Pupils value the support that their teachers provide. “When you are stuck the teacher will sit down with you and go over it” and “They help us with questions we don’t understand.”
- Pupils have a good understanding of what they need to do to improve their work. “After your teacher has marked your work, you use the purple pen of progress.”
- There are many extra-curricular clubs on offer for pupils. These include: Crafty kids, multi-sports, gymnastics, film, ukulele, football, sports development and Rapid Response first aid. Clubs take place from 3.30pm – 5.30pm to support working parents and now run all term. The school breakfast club is now open to Reception pupils.
- The school has had one fixed term exclusion for a pupil with special educational needs this academic year. This is unusual for the school and took place at a time when the school had acting Headteachers in post covering the period between the existing Headteacher and the new Headteacher. The reintegration for this pupil was carefully planned for with behaviour support services supporting and regular meetings with the pupil’s mother. The school’s extensive work with this pupil and family has meant that there have been no further exclusions.
- There is a sporting achievement board in the main foyer with photographs of teams for handball, football (boys and girls), hot potato and 6-a-side football.
- A new behaviour policy and reward system has been implemented. The school is in the early stages of establishing staff consistency with using the system.



- The school has one member of staff with a disability and make reasonable adjustments for them.
- The Parish Team lead one assembly each week.

## Areas for development:-

- The school's practice in this area is strong.
- The school should gather feedback from parents/carers and pupils about the implementation of the new behaviour policy and systems in place so that it can be more effective in reducing low level disruptive behaviour.
- The school intends to increase the variety of clubs on offer to pupils. These could be promoted through an annual or termly Clubs Fayre.
- The school plans to develop its work on well-being and engagement through the use of scales. An IQM Centre of Excellence in Milton Keynes has embedded this within their setting and it may be helpful for the staff to visit this school when considering implementation. Contact details can be provided on request.
- Some resources that may be helpful to enhance the Learning Mentor's resources are listed below:-
  - Emotion Stones and Bear Cards from [www.amazon.co.uk](http://www.amazon.co.uk).
  - The use of Packtypes cards may be a useful resource in developing pupils' self-awareness and self-esteem for pupils with social, emotional and mental health needs. <http://www.packtypes.com/#!schools/c241b>.



## Element 4 – Learner Progress and Impact on Learning

The school holds termly pupil progress reviews and is working closely with its School Improvement Advisor to improve progress made by pupils. The school has introduced non-negotiables for teaching and learning and the senior leadership team is aware of teachers whose teaching is not consistently good or better. Staff are keen to nurture pupils' enjoyment of learning and develop their social and emotional skills as well as their academic competence.

### Strengths:-

- Pupils in Year 2 on the Numicon Intervention Programme for six months moved from operating at Early Years levels to age related expectations.
- The Learning Mentor supports vulnerable pupils at the start of the school day to ensure a smooth transition and positive start into the school day. One member of staff said, "we want the children to overcome their barriers to learning."
- Pupils with SEND are monitored very closely by the SENCO who records progress in interventions. Staff have more accountability for pupils' progress and interventions are carefully considered. There is a flowchart for entry and exit from the SEN register starting with a record of concern. SEND provision is recorded on a whole school provision map.
- Support for pupils is organised in order to develop independence, therefore support is often in pairs or small groups rather than one-to-one.
- Practical learning experiences are provided for pupils through the whole school projects e.g. Geo Hazards Week and Music Week that take place once or twice a term. These projects develop pupils' creative skills.
- The school has no pupils with EHCPs/Statements as is the case in many Newham Local Authority schools. There are two pupils with autism who are entitled to High Needs Funding, one pupil who is no longer eligible, due to good progress that has been made.
- The Reception classroom has targets for pupils in Maths, Communication and Personal and Social clearly displayed using post-it notes so that these can be easily updated as pupils make progress. These are easily accessible for all staff working in the classroom.

### Areas for development:-

- The school's practice in this area is steadily improving.
- Pupils understand the next steps aspect of the marking policy, but marking is inconsistent across the school. As already identified, the school will be revising its marking policy to increase consistency.
- It is unclear whether pupils without SEN have targets or are aware of them. Targets for all pupils could be displayed in a similar way to the targets in Reception.





## Element 5 – Learning and Teaching (Monitoring)

Learning and Teaching at St Luke’s CEVA Primary and Nursery School is mostly good and outstanding. Teachers and support staff are provided with training within school and externally in order for them to develop their professional practice and meet the needs of pupils in their classes.

### Strengths:-

- There are opportunities for pupils to participate in Key Stage productions. Key Stage 2 perform in the summer and Key Stage 1 at Christmas.
- The school is moving away from didactic teaching into a more topic based curriculum that will enable pupils to become immersed in the subject matter. Much of the work displayed in some classrooms is collaborative work on large flipchart paper with pupils’ individual work around the edge and a circle in the middle that includes jointly agreed elements of learning. Each pupil has a colour when working in groups so that teachers can monitor progress of pupils. These sheets record the process of learning and evolve with the topic.
- There are many interventions available for pupils to accelerate pupil progress: Numicon intervention programme, Colourful Semantics, social skills, letter formation and gross motor skills, Speech Bubbles, Catch Up Maths, EAL support, grammar and punctuation, thinking skills, phonics, Reading Support including Project X CODE and Project X Alien Adventures. One pupil reported that the reading books are “a bit cool.” Records are kept in these interventions by the staff who run them and progress is monitored.
- Reading is promoted through Extreme Reading competitions.
- Pupils have opportunities to go on school visits including cable cars, the Gurdwara, Tate Modern, Buddhist Temple and Leigh-on-Sea.
- The expertise of staff is used to benefit pupils e.g. woodwork, work with young carers. One TA has been promoted to become an HLTA as she is skilled in meeting the needs of pupils with speech and language needs.

### Areas for development:-

- The school’s practice in this area is good. The school is moving towards a more creative, topic-based curriculum and embedding this should be a priority.
- There are a number of pupils with Speech, Language and Communication needs at the school. The school has investigated Talking Tales and The Mighty Writer to support these pupils. Other programmes to also consider are Elklan and/or Talk Boost. These programmes enhance quality first teaching for pupils with speech, language and communication needs.
- Magic Whiteboard sheets might be a useful resource to use to display pupils’ work in progress as well as using flipchart paper.



## Element 6 – Parents, Carers and Guardians

Parents and Carers at St Luke’s CEVA Primary and Nursery School are very happy with the education provided for their children and report that their children want to come to school. The school has good relationships with parents and aims to develop these further.

### Strengths:-

- Parents are happy with the progress their children are making. One parent described the progress her child has made as “unbelievable.” Parents recognise that their children’s independence is promoted at the school and value this.
- Parents feel their children are well understood by all staff at the school. “It’s small so they know every child.” They trust that their children are cared for in the school environment and have their needs met. “We get individual support here.”
- Parents enjoyed an International Evening that was recently held where parents cooked meals for others to try.
- Parents feel listened to, “Anytime you want something, the response is quick and good.”
- They feel the transition from the existing Headteacher to the new Headteacher has been a smooth one and they welcome the changes that are taking place e.g. with the texting system.
- Parents are invited in for Golden Assemblies and enjoy these.
- Parents feel the school equips their children with good manners. They feel their children are very friendly, polite and more articulate and others their age.
- Parents report that historically they had to prompt the school to tell them about concerns with their children, but “Since Mrs Norcross started, this has opened up much more.” When speaking about the SENCO, one parent said “She listens. I can’t speak highly enough about her.”
- Parents value the home school partnership. “I didn’t want the stigma, but now we are working together there is a big improvement.”
- 97 – 98% of parents attend parents’ evenings. Parents’ views are sought through an online questionnaire that is set up on computers in the foyer for parents to access.

### Areas for development:-

- The school’s practice in this area is good. The Headteacher’s vision is that there are significant further developments in this area.
- The school has plans to provide opportunities for parents to work with their children for short sessions at the beginning of the school day in core subject areas.
- The school also plans to provide regular parent workshops in key areas e.g. online safety.



## Element 7 – Governing Body and Management

Governors at St Luke’s CEVA Primary and Nursery School share its inclusive ethos and are proud of their school for its inclusive work. They are actively involved in the life of the school, they are knowledgeable about the school’s work and are supportive of the school.

### Strengths:-

- There is a governors’ board with photographs in the main foyer of the school.
- There is a named Inclusion Governor on the governing body who attends Inclusion Team meetings.
- Governors have access to training in the following areas: Inclusion, Behaviour, Safeguarding and Prevent from Newham Partnership Working. In addition, governors can access online training through the National Governance Association.
- A skills audit of governors’ knowledge and skills has been conducted and this informs training needs.
- Many members of the governing body have been governors for many years and they have had thoughts about succession planning.
- The Governing Body hold the National Governor Quality Mark.
- The governors feel that inclusion is part of all of the school’s work. “Pupils are not made to feel different here.” They recognise that there is never complacency. “I ask awkward questions” one governor reported.
- The governors consider value for money when implementing new initiatives such as ‘Speech Bubbles.’
- The SENCO provides a comprehensive annual report for governors that includes the profile for SEND pupils at the school, progress of SEND pupils compared to non-SEND pupils, details of progress in interventions, details of training for staff, parent voice comments, pupil voice comments, involvement of multi-agencies, multi-agency caseloads and future plans.
- The school has been subject to a Speer Review that was triggered due to low progress of pupils. The school is now on an upward trajectory with a strong senior leadership team in place.

### Areas for development:-

- The school’s practice in this area is good. The school has already identified its future plans in this area and I am in agreement with these.



## Element 8 – The School in the Community

St Luke's CEVA Primary and Nursery School is closely involved with its local community. The school building is shared with local church and weekly assemblies are led by the Parish team. In addition to this, the school uses local resources in the community for school visits and to support learning.

### Strengths:-

- There are good links with secondary schools with the SENCO attending the Local Authority SEND transition day. The Learning Mentor has visited a secondary school to support a pupil who was struggling with the transition.
- The SENCO has close links with the SEND advisory teachers at the Local Authority. She has also developed links with other SENCOs.
- The Language, Communication and Interaction Service (LCIS) support the school fortnightly with pupils with social communication difficulties and those diagnosed with autistic spectrum disorder. This involves running a social skills group for these pupils with the Inclusion TAs. The school has three pupils diagnosed with autism and two pupils who are awaiting diagnosis.
- There are plans for elderly residents who have lost their allotments to use the schools' vegetable plots with pupils.
- The school supports a charity called Stand By Me that supports children in Burma and Ethiopia. Four members of staff went to two schools in Ethiopia in 2015. The school raise about £300 per year for these schools. All of the fundraising in the Autumn Term raises money for Stand By Me.
- Pupils have worked with a blacksmith to make a Remembrance Wreath of ceramic poppies.
- The Key Stage 2 choir has been to sheltered housing to sing to its residents.
- The SENCO will be presenting to other schools on the school's work with Maths Anxiety and Numicon as part of the EGIF grant it received.
- Pupils at the school made 42 Christmas Boxes for elderly people in the community who were alone at Christmas.
- The Headteacher is part of a hub of new Headteachers who support each other.

### Areas for development:-

- The school's work in this area is excellent. The school has already identified its future plans in this area and I am in agreement with these.