



Assessor's Evaluation for the IQM CoE Award



School Name St Anne's Catholic Primary School
6 Durham Street
Vauxhall
London, SE11 5JA

Head/Principal Mr Peter Hilton

IQM Lead Mr Miguel Carrascal

Date of Review 4th June 2024

Assessor Ms Heather Coward

IQM Cluster Programme

Cluster Group SHELL

Ambassador Mrs Pat Wood

Next Meeting 5th June 2024

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Spring 2023	20 th April 2023	Yes
Summer 2023	N/A	
Autumn 2023	21 st November 2023	Yes
Spring 2024	26 th February 2024	Yes
Summer 2024	5 th June 2024	SENCo planning to attend

The Impact of the Cluster Group

The school is an active participant in the SHELL Cluster group and values the opportunity to visit other settings and share expertise. The Special Educational Needs Coordinator (SENCo) or Assistant Headteacher (AHT) usually attend, depending on the theme of the meeting. The SENCo was looking forward to attending the cluster group meeting that was taking place the day after this IQM review.

The first cluster meeting of the year was hosted by Rotherhithe Primary School where they showcased their work on sensory circuits and how the PE coach leads these daily. Although there is currently no capacity to introduce these to St. Anne's, this is something the SENCo is interested in trialling, particularly as the sensory room is now in place.

Attending the cluster meeting at South Farnborough Junior School in February this year had a big impact on the AHT, who explained that this has driven their change towards a therapeutic behaviour approach. They also enjoyed hearing about how Makaton is used and celebrated across the school and the impact talk frames have had on pupil outcomes.



Assessor's Evaluation for the IQM CoE Award



The school is committed to attending all future cluster group meetings. Once they have had time to implement all their exciting new projects, the school will be willing to host the cluster in the future.

Evidence

- IQM Centre of Excellence action plan.
- Ofsted Report (June 2023).
- Catholic Schools Inspectorate Report (July 2023).
- School website.
- Learning walk.

Meetings were held with:

- IQM Lead/Assistant Headteacher.
- SENCo.
- Pastoral Lead/Learning Mentor.
- Parents, including a parent Governor.
- Teaching assistants (TAs).
- Teachers (RE, Science, and Geography Leads).
- Pupils.

Summary of Targets from 2023-2024

Target 1:

To continue to develop the coaching ethos tied to the new style of lesson observations.

Progress: This target was adapted to match the school's priorities after the Ofsted inspection in June 2023. The need to routinely implement the intended curriculum securely was identified and leaders have prioritised developing subject leaders. A number of improvement advisors have been working with the school this year; therefore, a decision was made to revert to the previous style of lesson observations.

There is evidence of the school moving towards a more coaching style for feedback and to develop staff. At the start of the year, the Headteacher bought in an external advisor acting as a coach for every subject leader. He has led sessions on what subject monitoring looks like, how to use pupil voice and confidence in holding colleagues to account. There is now a rigorous cycle of monitoring. Subject leaders provide effective feedback to new teachers, focusing on the school priorities such as assessment for all subjects. Leaders will be looking at the impact this work has had at the end of the academic year. There is a day planned in July for each subject leader to prepare a presentation for governors. This will provide an opportunity to reflect and celebrate what they have achieved.

Next steps: To provide opportunities for peer observations.



Assessor's Evaluation for the IQM CoE Award



Target 2:

To ensure our pupils with an EHCP and/or those with complex needs, continue to receive high quality provision, tailored to their needs.

Progress: Achieved

Due to a number of historic reasons, including a high turnover of SENCOs, leaders had identified this as an area to develop. With the new SENCO in place from September 2023, the situation has rapidly improved. During her first half term in post, the SENCO spent time collating information including external reports and pupil voice and catching up on annual reviews. From this, SEN folders and tailored interventions for each child were put in place.

Using the Lambeth EHC Hub online portal, a more accurate report format where progress over time is now in place. The SENCO monitors the provision and progress of pupils with an EHCP through regular meetings with teachers and external agencies such as the Speech and Language Therapy (SaLT). There is now a more robust annual review process. The school has secured significant improvements in terms of ensuring that EHCPs are now current, reflect pupil need and have outcomes that are relevant and bespoke.

Next steps: To link EHCP targets to the Oracy Project that started in April.

Target 3:

To ensure that Provision Map is embedded as a comprehensive tool which enables the school to manage provision effectively and efficiently.

Progress: Achieved

Under the guidance of the SENCO, teachers use the Edukey Provision Map programme to review and write Individual Education Plans (IEPs) targets termly. Training is completed before each update to support teachers to review outcomes on the IEPs and identify new targets. These targets are Smart, Measurable, Achievable, Relevant, Time-scaled (SMART) and used to plan the provision. From conversations with teachers and TAs during the IQM review, it was clear that all members of staff now know how to access IEPs and use them effectively to ensure pupils with additional needs make progress.

Interventions are evidence-based, such as the NESSY programme, or directed by external agencies including the SALT and Lambeth Autism Advisory Service (LAAS). To support staff in embedding this provision alongside inclusive teaching and learning strategies, the SENCO runs a SEN surgery every Tuesday after school. She also leads weekly TA meetings for training and feedback on interventions and assessment. Additionally, TAs who lead specific interventions have received SALT training.

To monitor the provision for pupils with additional needs, the SENCO undertakes learning walks and regularly speaks to teachers and TAs. Performance Indicators for Valued Assessment and Targeted Learning (PIVATS) assessments are used to measure small steps progress of pupils with SEN. Visits from external agencies, such as the LAAS



Assessor's Evaluation for the IQM CoE Award



and Optimus Education's SEND Review, validate the school's self-evaluation of provision management.

Next steps: To share IEPs with parents before the meeting.

Target 4:

To roll out the Zones of Regulation programme and embed as a universal provision.

Progress: This target was dependent on the new Headteacher's preferred direction of travel. Due to other priorities, the re-launch of the Zones of Regulation programme this year was put on hold.

Zones of Regulation are used in the school and evidence was seen during the IQM review day. The classrooms I visited had the Zones displayed and some pupils I spoke to told me how they use these to regulate their behaviour. Leaders were honest to point out that the programme is not embedded consistently across the school. Therefore, this will be one of the school's Flagship Project targets for the next 12 months and beyond.

In addition to the targets set at the previous IQM Review, leaders set themselves the following targets:

Target 5:

To set up a sensory room.

Progress: Achieved

The newly developed sensory room, named the Sunshine Room, provides additional opportunities for pupils to self-regulate and have their sensory needs supported. The SENCo worked with the Occupational Therapist and SALT to design the space which includes lamps, soft mats and cushions, sensory tiles and textiles.

In addition to timetabled interventions such as SALT and play therapy sessions, the room is used as an alternative place for pupils 'as and when' to self-regulate.

Next steps: To introduce sensory circuits linked to IEP/EHCP targets.

Target 6:

To undertake SEND and Safeguarding external reviews.

Progress: Achieved

As part of their cycle of improvement, the school has recently undertaken external reviews in Safeguarding (April 2024) and SEND (May 2024).

The Safeguarding review verified the robust safeguarding systems and procedures in place. It highlighted some potential next steps that the school could put into place as part of their curriculum.



Assessor's Evaluation for the IQM CoE Award



The school's work on adaptive teaching was noted at the SEND review. The reviewer commented on key strengths such as the effective use of TAs, use of provision maps and how SEN needs are quickly identified. They also noted how pupils with SEN are very much part of the community and included in school life for example attending After School Clubs and given pupil leadership responsibilities.

Next Step: To include the review areas to develop in the school improvement plan.

Target 7:

To create the role of a Pastoral Lead

Progress: Achieved

I met with the Pastoral Lead/Learning Mentor who has been in post since the end of April. She has extensive experience working in primary schools as a family liaison officer and as part of safeguarding teams.

The Pastoral Lead is clear about her role and responsibilities; "to engage parents, nurture students, and to support them with their well-being". Although early on in her role at the school, she has set clear targets and actions. She has spent the first four weeks getting to know the families in the school by being visible in the playground, leading an assembly and an online safety coffee morning. Her role has already begun to have an impact. When asked who they can go to if they are unhappy or need wellbeing support, one pupil told me how the Pastoral Lead is available in her office for 'triangle breathing' which helps him to 'calm down'. Teachers also spoke about the positive impact the role has already had on supporting pupil behaviour by using movement breaks and zones of regulation.

During our meeting, her passion for community engagement came across. She shared future projects, which include working with the Aim Group to signpost parents to online qualifications and setting up a wellbeing parent forum. She is also committed to undertaking Strengthening Families and Strengthening Communities training in the future. There are also plans to turn the unused nursery building into a new community hub for training and parental engagement sessions.

With a strong understanding of the therapeutic behaviour approach, the Pastoral Lead has the same vision for behaviour as the school. She will therefore be a key in implementing the Flagship Project over the next 12 months.

Next Step: To develop a community social space for parents and carers.

Leaders also set themselves two targets: developing a new approach to behaviour. However, as this is in its very early stages, it was agreed that this would be the focus of the Flagship project.



Assessor's Evaluation for the IQM CoE Award



Agreed Flagship Project Title and Targets for 2024–2025

Project Title: To establish a behaviour curriculum through therapeutic behaviour training and school character values

Project Outline:

The school is very proud of the behaviour in the school, and the recent Office for Standards in Education, Children's Services, and Skills (Ofsted) inspection rated the behaviour as 'good'. However, the new Headteacher recognises that the current behaviour policy, while working, is not inclusive, and for a very small minority of pupils, its current format simply does not work. Having previously used a therapeutic approach (Hertfordshire STEPS training), the Headteacher intends the school to adopt a hybrid policy that builds on their current strengths.

Target 1:

To design a behaviour curriculum tailored to the needs of St. Anne's that creates a calm, safe, and supportive environment.

- Research different examples of behaviour curriculum.
- Visit schools that have adopted this model.
- Link the behaviour curriculum to the new school values.
- Identify how and when we are going to teach the curriculum (establish links with other subjects or areas: PSHE, Pastoral Lead, displays, links with other subjects, assemblies, school council, etc.).

Target 2:

To review our behaviour policy, ensuring we include a Therapeutic Thinking approach.

- Revisit our current behaviour policy to ensure we follow a therapeutic thinking approach.
- Incorporate core language around behaviour to ensure consistency.
- Introduce some aspects of the graduated approach.
- To establish links with other subjects or areas of study (Personal, Social, Health and Economic Education (PSHE), Anti-bullying, online safety, etc.) and with Spiritual, Social and Cultural (SMSC) and British Values.
- Organise and introduce Peer Mediators and re-introduce Playground Buddies.
- Embed the use of Zones of Regulation in school.
- Consider buying other resources (games, etc.) that would complement our behaviour curriculum.
- Introduce and embed the Outdoor Playing and Learning (OPAL) programme.



Assessor's Evaluation for the IQM CoE Award



Target 3:

To roll out the Zones of Regulation programme and embed it as a universal provision.

- To relaunch the Zones of Regulation alongside the new therapeutic approach behaviour policy during an INSET day.
- School staff to create a zone of regulation displays in each classroom.
- Pupils will be explicitly taught about the zones of regulation.
- Pupils will be informed about the zones of regulation toolboxes that support them to self-regulate.

Target 4:

To ensure staff are trained in therapeutic thinking approaches.

- To deliver Continued Professional Development (CPD) for all staff on a Therapeutic Thinking Approach (INSET).
- To share further resources (publications, research, websites, etc.)

Target 5:

To work towards achieving the Pearson Making a Difference Award (Primary).

- To create opportunities and experiences for our parents and carers to develop their knowledge and personal skills in different areas.
- To create a social space for the school community that serves as a drop-in centre for our parents, where they can develop their personal and academic skills. We aim to be able to offer a range of provisions, from language classes for parents with EAL to basic math or English qualifications, among others.
- To create a wellbeing magazine that will engage parents in various ways, including mental health and wellbeing. Published fortnightly.

Target 6:

To introduce the new school values across the school to all stakeholders.

- School values were launched to staff at the September Inset.
- School values are introduced to children as a group of four characters.
- Displays in and outside of school will make sure values are seen every day.
- Assemblies will be based on a value and story around the character linked to our Catholic ethos.
- The celebration assembly certificate will be based on each school's values and character.



Assessor's Evaluation for the IQM CoE Award



Overview

Since the last IQM review, the school has gone through many changes, including a new Headteacher in September 2023. With a strong background in inclusion, he is passionate about his belief that all children can flourish and thrive. Due to the continuing falling roll in the borough, St. Anne's has moved from a two-form to a one-form entry school, with currently 220 pupils on roll, which includes the nursery. The percentage of pupils eligible for Pupil Premium (PP), pupils with Special Educational Needs and Disability (SEND) and those who speak English as an Additional Language (EAL) are all well above the national average.

The inclusive culture at St. Anne's Primary School is very much rooted in their Catholic faith and values. The Catholic Schools' Inspectorate Report in July 2023 recognised the school's inclusive ethos: "The Catholic Life and mission of St. Anne's ensure a real sense of belonging to a truly inclusive community, which is valued by all school leaders who know the school's strengths." This was clearly evident during the review day. All stakeholders spoke proudly about the strong sense of community at St. Anne's, and as one teacher said, "children are at the heart of everything we do. We know and invest in them."

The school received visits from Ofsted and the Catholic Schools' Inspectorate last summer and both reports recognised the need for improvement. Through examples of commitment, courage, tenacity, smart work and a truly collegiate approach, the school is rising to the challenge. The school is clear on its priorities and areas to develop and has become outwardly focused. There are now more opportunities for staff to share and learn from excellent practice. They are working with a range of consultants and partners to help support and drive their improvement and to make sure that their offer is the very best that it can be.

The school has recognised the need to consistently implement their intended curriculum and therefore introduced new schemes of work. An investment in the Kapow Primary Curriculum has provided long-term plans, progression of knowledge and skills and other curriculum resources for each of the foundation subjects. Essential Writing from Herts for Learning has supported teachers with the subject knowledge, tools and resources to effectively teach children how to write, focusing on writing for specific purposes and authentic audiences. Teachers spoke about the impact this has had on pupils' writing outcomes and this was evident during the review of pupils' books and work displayed. In Year 5, for example, pupils were writing a letter to the Headteacher and local council about global warming. These schemes are now being used consistently across the school and leaders recognise the next steps are to adapt the schemes to meet the interests and needs of the pupils.

After two previous phonics schemes, the school has now settled on the Little Wandle. This comes with its own suite of training videos and the school has also received support from one of the Little Wandle local advisors. She has monitored and evaluated the effectiveness of the phonics sessions, shared feedback with staff and, where needed, given further training. TAs found this a supportive process and spoke positively about the impact this has had on their own subject knowledge and ability to deliver catch-up



Assessor's Evaluation for the IQM CoE Award



and keep-up interventions for pupils who need them. There is now a consistent approach to the teaching of phonics and reading in KS1, resulting in improved progress. The Deputy Headteacher and SENCo lead research-based training and Continued Professional Development (CPD) has been key to the improvements in teaching and learning this year. Staff are more confident in adapting learning to support and challenge the learning of all pupils. Strategies are in place to check and recap prior learning and pupils enjoy using mini whiteboards to show what they have learned.

Pupils spoke about the scaffolds that are in place to support their learning, including phonics boards to help with spelling, working walls, talk partners and word banks. Formative assessment and IEP targets are used to inform in-the-moment interventions with TAs to plug learning gaps. One TA told me, "We communicate well with the class teacher and will take a small group that didn't achieve the learning objective. This makes them ready for the new learning." Pre-teaching interventions are used to introduce math vocabulary and spelling.

The extra-curriculum and enrichment the school offers are becoming a strength and are being recognised by staff, pupils and parents. The school takes full advantage of the benefits of being in London and the new map wall in the main corridor demonstrates how trips match the curriculum and encourages the community to use its local area. There are strong links with the nearby Oval Cricket Ground and with local artists. Pupils have visited the Black Cultural Archives, the Florence Nightingale Museum and the National History Museum, among many others, and Year 6 is looking forward to their upcoming residential. Everyone I spoke to told me about the recent Steam Day and the popular annual International Day, where the community comes together to share food, learn songs and learn about one another's cultures. As one parent said, "it's the best day of the year!"

Being a school undergoing improvement, leaders make sure staff wellbeing and workload are priorities. Directed time is used to complete tasks including annual report writing and IEP target reviews and the feedback policy has been revised to limit after-school marking. Teachers appreciate the planning time given to subject leaders. This has helped to raise the profile of the role and they now have regular release time from class to monitor their subject through learning walks, pupil voice activities and book looks. SLT completes a staff voice exercise once a term and staff told me that they feel comfortable approaching the team. Feedback from teachers and TAs was overwhelmingly positive and staff morale is high. They are aware of the need to change and buy into, and feel energised by, the new initiatives and projects that have been put into place to drive improvement. They told me that everyone is committed to the school; "we come in every day and do the best for the children."

Pupil wellbeing and support for Social, Emotional and Mental Health (SEMH) needs continue to be a priority at St. Anne's. I had the pleasure of speaking to a group of pupils during the visit. They told me,

- Behaviour is good at St. Anne's because our school motto, 'Let the light of Christ shine in our school', motivates us.
- Our Headteacher tells us to be happy every day.
- Everybody helps each other and we work in harmony.
- We are all friendly on the playground and I always have a friend to play with.



Assessor's Evaluation for the IQM CoE Award



Targeted SEMH support is in place for those who need it. Structured movement breaks with visual prompts have been introduced and activities ensure elements of 'warm up' and 'cool down' to support pupils in return to learning. Zones of regulation and worry boxes are being used in some classrooms. Pupils appreciate the Friendship Stop in the playground, as it makes them feel included and happy. The introduction of the Pastoral Lead/Behaviour Mentor and the work planned to develop a more therapeutic approach to behaviour will no doubt strengthen this provision even further.

The analogy that the seeds that have been planted have begun to grow was used on the day and staff are confident that the school will go from strength to strength. It was a very positive and powerful experience to see and hear how much is being achieved in St. Anne's due to the drive, passion and expertise of the Senior Leadership Team (SLT) and the relentless commitment of the school staff. This school improvement has been verified by external advisors, including a SEND reviewer, a Hearts for Learning consultant and the School Improvement Advisor. As things move forward, the ability to adapt and think flexibly, as well as reflect on and learn from experience, will lead to continued success. There are exciting times ahead. The school has many plans for the near future and it will be very interesting to watch their journey continue.

I am therefore of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. Following five years as a Centre of Excellence, the team at St. Anne's Primary School has established a commitment to the Inclusion Quality Mark and to continually self-reflect to improve as a school. From discussions with leaders, it was evident that the school is ready to become an IQM Flagship School. I would recommend that St. Anne's Primary School be awarded IQM Flagship School status and reviewed again in 12 months.

Assessor Ms Heather Coward

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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