



Assessor's Evaluation for the IQM CoE Award



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

Head/Principal: Catherine Davis

IQM Lead: Miguel Carrascal

Date of Review: 22nd June 2021

Assessor: Jackie Stephenson

IQM Cluster Programme

Cluster Group: Cosmos Learning Hub

Ambassador: Adriana Verrecchia

Date of Next Meeting: 23rd June 2021

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

St Anne's submitted comprehensive documents detailing their own, accurate, self-evaluation of progress towards the targets set last year and their 'Raising Standards Plan'. On review day the documentation supporting the targets was also discussed and explained, giving a very clear picture of the inclusive nature of the school's practice.

Thanks to the slight easing of restrictions, it was possible to carry out an in-person review and get the full experience of seeing the school's Focus Group and the way in which they work to fully meet the needs of the children with additional needs at St Anne's. It was a very enjoyable day that served to exemplify the commitment and focus that the school has on inclusion and how they can meet the needs of all children and support all their children to achieve their best. A full and detailed timetable for the day enabled me to gain a clear picture of the school's efforts to fulfil their targets, and to review the evidence in support of those aims. The IQM Coordinator and the SENCO, who is new to post, accompanied me through the day, ensuring that I had access to all areas of school life and that we could have broad-ranging discussions about possible future



Assessor's Evaluation for the IQM CoE Award



plans and developments for the school. Members of the school community that I had meetings with on the day of the review included:

- Headteacher
- IQM Coordinator
- SENCO
- Assistant HT - Teaching & Learning
- Teaching Assistants
- SEN Teacher and SEN TA from the Focus Group
- Pupils from KS2, KS1 and the Focus Group
- Deputy Head



Summary of Targets from 2019-2020

The school's targets from the previous year were derived from the school development foci of narrowing the gap in attainment between disadvantaged and non-disadvantaged children; stretching and challenging the more and most able pupils so that they exceed the expected standards in reading, writing and maths; ensuring that the progress of each and every child is maximised.

Target 1: *To continue to develop the coaching ethos tied to the new style of lesson observations.*

Through staff feedback and AHT initiative, the Leadership Team identified a need to review the process of monitoring and evaluating the quality of teaching and learning. The Assistant Headteacher, with responsibility for Teaching & Learning, developed a full programme of observation criteria and feedback that had a coaching emphasis, rather than a monitoring one. This also fitted into the target to improve the mental health of staff and create a supportive and collegial atmosphere in school.

Unfortunately, the obvious changes in focus over this last year have meant that the planned developments to the monitoring process were not implemented as originally intended. Leaders were able to begin the observation pop-ins as usual, with the three focus areas of Teaching & Learning, Inclusion, and the whole-school focus of stretch & challenge. Once the second lockdown was imposed, the monitoring cycle has begun again, with a single focus on inclusion for this term, and with all lesson observations completed by the Assistant Headteacher, thus ensuring consistency for those being observed and allowing one person to have a clear overview of the quality of teaching and learning in the school. These adaptations have maintained a 'Quality First Teaching' approach and ensure that the Leadership Team will have comparative information with which to move into next year and continue to support staff.

Target 2: *To continue to develop a whole-school mental health programme that improves mental health for both pupils and staff.*

In my meeting with the SEN Teacher during the Review Day, she was able to demonstrate her real passion for the Mental Health programme that she has developed and incorporated into the PSHE curriculum. Although some elements of the programme have had to be postponed due to catch-up constraints on the curriculum, the resources that have been created have been used by all class teachers within their classrooms. The school also provides a range of additional support for pupils identified as requiring additional support, including Play Therapist sessions, Rainbow Interventions for children suffering bereavement, and Speech and Language Therapy. In line with a national focus on Mental Health, at least in part because of the pandemic, St Anne's is implementing this focus very strongly, and with positive effect.

Target 3: *To research the new engagement model for pupils working below the standard of the national curriculum assessment, and who are not engaging in subject-specific study at KS1 and KS2.*



Assessor's Evaluation for the IQM CoE Award



This target was completed under the previous SENCO but has been followed up by the new incumbent. The information from this legislation has been understood but as St Anne's currently do not have any pupils with severe or profound learning difficulties, there is no immediate action to be taken. Staff have been made aware of the key points at staff meetings and they will be in a good position to respond in a knowledgeable and informed way when the need arises.

Target 4: To expand the provision for SEND pupils through the Focus Group.

This target was added into the Action Plan during the year, when the provision for SEND pupils with EHCPs was expanded in response to a rising need, leading to exemplary practice which is having a demonstrable impact on the achievement of those pupils. The Focus Group was initially created to provide support to a specific group of Year 6 pupils with SEND and an EHCP. Pupils who were working at different stages of learning well below their age-related expectations were provided with an individual bespoke curriculum designed to help them make progress in reading, writing and maths. During the following year pupils with an EHCP in Years 3 and 4 were added to the group, and in the 2020/21 school year pupils from KS1 with an EHCP joined the group too. Under the skillful guidance of the SEND specialist teacher, who demonstrates a clear passion for her job and for the children within the Focus Group, and three Teaching Assistants, a resource base has been created for reading, writing and maths lessons in the morning. In the afternoon, those children are integrated into their classrooms with support where needed. Progress of the children within this resource base is tracked by the SEND teacher and the Inclusion Manager and, although school closures have made it difficult to measure progress the following evaluations have been made:

- 100% of pupils met their targets in reading, writing and maths.
- 1 pupil exceeded his target in reading.
- 1 pupil exceeded his target in writing.
- 6 pupils exceeded their targets in maths.

This data backs up the observation of the Focus Group on the day of the review as an excellent provision, managed and delivered by a team of very strong practitioners.

It was discussed during the review that a development for St Anne's would be to publicise the Focus Group as a Resource Base locally, and within Lambeth, and ensure that prospective parents with children with SEND are able to make St Anne's a choice for their children.

Agreed Targets for 2020-2021

Target 1: *To continue to develop the coaching ethos tied to the new style of lesson observations.*

Actions include the reinstatement of the staff working party, to tighten up the key foci for observations, and to introduce peer observations in the future.



Assessor's Evaluation for the IQM CoE Award



Target 2: *To continue to develop a whole-school mental health programme that improves mental health for both pupils and staff.*

Actions include the continued development of a Mental Health curriculum as part of the PSHE curriculum, and to create better links with the parental body, enabling them to adequately support their children in this crucial area.

It may be possible to develop some form of in-house measurement or action research project to determine the success of different elements of this target following the restructure.

Target 3: *To adapt the Focus Group after restructure to ensure that SEND pupils with an EHCP continue to receive high quality education, tailored to their needs.*

Actions include ensuring that high quality resources are available within the Focus Group, and to ensure that the restructure taking place for the staff at St Anne's does not impact on this provision in terms of reducing the quality of practice. With the departure of the current SEND teacher, this will potentially impact on what can be put in place for the pupils with SEND and will need to be a focus for the Leadership Team to ensure consistency and continuity of this excellent provision.

We also discussed the possibility of developing a target based on devising different strategies of support in the classroom, given the reduction in the number of TAs that will be available from September due to the restructure, possibly looking at peer support, buddying, further supportive resources, etc.

It was also observed that access to Foundation Stage resources such as sand and water play, as part of continuous provision in the Focus Group, would be a real benefit to those children who may have missed out on those vital experiences in their early education, or who may need to continue that learning. As the Nursery is no longer using the separate facilities on the ground floor due to reduced numbers, perhaps it might be possible to utilise this space for the children in the Focus Group?

The Impact of the Cluster Group

Unfortunately, due to staff changes throughout the past year, there was not a detailed record available of the Cluster Group meetings attended and the learning gained from those sessions. A presentation had been planned for hosting a Cluster Meeting before the lockdown was imposed, and it was not possible to present this remotely as it involved observation and discussion of the good practice in the Focus Group.

There had been some attendance at Cluster Group meetings by the previous SENCO, but as he had since moved on to another school the documentation from those meetings is no longer available.

However, it was clear from the discussions held on the review day, that St Anne's have seized local opportunities to share good practice and collaboration when they have



Assessor's Evaluation for the IQM CoE Award



arisen. Members of staff have attended local Lambeth meetings around SEND and SEND transition, and the SENCO is building up local contacts around trauma-based support and agency.

Discussions were held about the need for the new SENCO and the IQM Coordinator to engage positively in the coming year with their IQM Cluster group and I suggested that it would be great if they could host a Cluster Meeting about the fantastic provision available in the Focus Group.

Overview

All the interactions that took place on the day of the review reinforced that St Anne's Catholic Primary School is fully committed to inclusive practice, both as an institution, and as individuals. Policies, procedures, and programmes of study all support this ethos, particularly the focus that they have had on Mental Health and Wellbeing for pupils and staff. The Executive Leadership Team employ a variety of strategies to ensure that staff feel valued and that they have appropriate time to devote to all aspects of their work, for example, staff meeting time is given to discussion of and completion of IEPs for those children on the SEN register.

All personnel in the school were very welcoming and positive during my visit and it was wonderful to be able to walk around the school, looking at bright and engaging displays and chatting with children within their classrooms and in the hallways. The children too were very warm and friendly, and later when they came to a meeting with me, they happily engaged in conversation about their work. All the children with whom I spoke were very reflective and were able to choose pieces of learning that they were proud of; they could also identify what they could do to help themselves if they were stuck and how their teachers helped them in lessons. This all demonstrates how the school supports the positive learning behaviours of all the children. Of the group who came to my meeting, a number were children who attend the Focus Group for English and maths. These children have the most barriers to their learning, in terms of special educational needs, but all contributed fully, described their teaching and learning practice to me and clearly enjoyed being at their school and were successfully accessing the high-quality learning being provided for them. Behaviour around school was exemplary and the varied provision, including for foundation subjects like music, is fantastic.

As described in the last Ofsted Report in June 2018, there has been a strong focus on improving outcomes for disadvantaged pupils, and all pupils who fall within any focus group, whether by SEND, disadvantage through Pupil Premium, low attendance, or any other are closely monitored and their progress is regularly tracked by the Inclusion Leader. There is a clear understanding on the part of all staff, teaching and support staff, that they will adapt and develop their practice until they can meet the needs of all children at St. Anne's.

Another strength of the school that was clear from the documentation, and subsequently from meetings that took place during the review, was the effectiveness of the Leadership Teams within the school in driving improvement and raising standards. There are different teams in place for the different aspects of development being



Assessor's Evaluation for the IQM CoE Award



worked on and every member of staff with whom I spoke displayed a passion for and dedication to their role.

During both lockdowns that have been imposed on schools St. Anne's did everything possible to ensure that the needs of all children were being met as well as possible under the circumstances. When it was felt that a significant number of children with additional needs were not engaging with remote learning being provided by class teachers, alternative 'real' work packs were produced and either delivered or collected by parents so that those children could continue to access learning.

Having reviewed the progress made since the last IQM review and the school's plans for the future, I have no hesitation in recommending that the school should continue to hold Centre of Excellence status and be reviewed again in 12 months' time.

As suggested previously it will be important for staff at St. Anne's to ensure that they take an active part in Cluster Meetings and share their expertise to schools within their group, as well as to other local schools. There have been lots of unwelcome changes and delays to the original targets this year, for obvious reasons, but through all of this disruption the school has maintained the emphasis on meeting the needs of all children, maintaining their inclusive focus. I would love to see the commitment to those with additional needs that is encapsulated in the provision within the Focus Group more widely marketed. At the current time St. Anne's pupil numbers are falling, in line with a local trend, and this high-quality provision may be the means to attract parents to the school; it certainly deserves all the appreciation it achieves.

Assessor: Jackie Stephenson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd