



Inclusion Quality Mark (UK) Ltd

20th March 2016

Mrs Gillian Gandolfo
Head Teacher
Gilbert Scott Primary School
Farnborough Avenue
South Croydon CR2 8HD

Assessment Date: 15th March 2016

Summary

Gilbert Scott Primary School is a one-form entry primary school with nursery and Children's Centre, serving a diverse community in Selsdon, South Croydon. The catchment area is one of significant deprivation and wide social and cultural mix with around 31% of pupils eligible for pupil premium. There are 233 pupils on roll, including 26 part time nursery children. 60% of pupils are from ethnic minorities with 27 different languages spoken by pupils. There is an enhanced resource provision for pupils with moderate learning difficulties and there is a nursery with places for 12 children with severe, long term and complex learning difficulties. There is also an adjacent special school with which the school shares a dining hall and has very close links.

The school is very welcoming with a warm, friendly atmosphere that is evident from arrival. The environment, both outside in the playground and inside the school is bright and very positive with beautiful displays celebrating the school's diversity in the corridors and classrooms. The school's inclusive vision, "to inspire all to achieve in learning for life", is lived and breathed by all staff. The head teacher sets the tone for the supportive, caring, inclusive framework with high aspirations for all. She and the Inclusion Manager and the senior team, led by positive, enthusiastic example and oversee all aspects of inclusion. As a result of the combination of differentiated teaching and learning strategies, strong inclusive values, a thorough tracking system and excellent behaviour and pastoral support, pupils thrive at the school. The ethos is one of listening to and supporting staff, pupils and parents with the result that everyone works hard as a team to achieve the best possible outcomes for children.

Teaching and support staff work very well together to do their very best for all pupils. They spend a lot of time in planning thoroughly to meet their pupils' individual needs and in the detailed marking of pupils' work. Staff are positive

and energetic and are fully committed to the pupils and to the school. They speak very highly of inclusive practices in the school. They share the common, inclusive vision and they feel they have excellent support and resources to enable them to do their work. Staff are encouraged and enabled to develop their skills through a range of CPD opportunities and regular staff meetings have a focus on teaching and learning and sharing good practice. Lessons are planned thoroughly, ensuring they are interesting and challenging for everyone and there are many imaginative and exciting activities planned for pupils. Features of lessons include a range of assessment for learning strategies. Pupils are given excellent support in lessons by support staff and a range of useful resources/displays, including working walls also help pupils to move forward towards their targets. Examples of the rich curricular opportunities include a wide range of curricular trips and after school clubs. Pupils with SEND in the ELP classes are supported and enabled to make excellent progress, sometimes moving on from the resourced provision into mainstream, and they are all included in mainstream lessons seamlessly every afternoon, thus enabling all children to work together in a supportive, happy and inclusive environment.

Pupils are friendly, open, supportive, enthusiastic and self-confident and they behave very well around the school, in their lessons and in the playground. They speak very highly of their school and its staff, for whom they have great respect and they know that they are cared for. Pupils enjoy learning and they explain how the teachers encourage them and make learning exciting. There are opportunities for pupils to take on roles of responsibility in the school including the school council and they know they are genuinely listened to. Pupils engage in discussion with ease and they love to talk about their school. 'The thing I love about this school is the teachers and the fact that, no matter who you are or what you are feeling, there is always a teacher or a person who understands and you know loves you'.

Teaching and support staff work very hard to ensure pupils are moving forward in their learning. Progress is rigorously monitored termly and individual targets are set for all pupils. A thorough tracking system ensures that pupils who are not progressing are targeted for interventions where needed. These are often led by teaching assistants, who have developed expertise in specific areas. There are rewards for pupils to celebrate their many achievements, which they are very proud and pleased to receive.

The school has fostered exceptional relationships with parents and it finds many ways to communicate with them and to involve them in the life of the school. Parents speak extremely highly of the school and its staff. A large

group of parents spoken to, including those whose children have SEND and for whom English is an additional language, explained the thorough, caring and effective approach that the school takes towards meeting their children's complex, individual needs, 'Any help that is needed is given. They find what's best for the child. There is a lovely atmosphere for children to work in. I would recommend this school to everyone'. The school listens to, and cares for, its parents/carers and holds a number of workshops and courses to support parents in supporting their children. Parents feel that communication with the school is excellent, that the staff are 'amazing' and 'always strive to do the best they can do' and they are pleased that staff are always available to speak with them when necessary.

The school has a positive reputation in the local community and has extensive links with other local schools and local groups. The school's pupils and family link workers, children's centre staff and other support staff provide excellent support to families with diverse needs. All staff, parents, governors and pupils spoken to were extremely positive about the school's work. The inclusion of children from the adjacent special school is very well established and is another example of the superb inclusive practices at this school. There is a very genuine sense of team effort, of mutual support, of listening, discussing and of including everyone. The school is part of the Selsdon Education Partnership, a group of local school, which collaborate to enhance the experiences of pupils and staff. 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 overall vision of including, caring and providing support which is fundamental to the work of the school; the excellent team work of staff; the strong voice of pupils in the school and their positivity, self-confidence, excellent behaviour and caring attitudes; the exceptional work with parents who could not value the school more and the overall ethos of including everyone fully and equally, no matter what their individual needs or disabilities, in the life of the school.

Continued

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 priorities.



IQM Self-Evaluation Report



I recommend that the school is awarded the Inclusion Quality Mark and is reassessed in 3 years' time.

Assessor: Pauline Roberts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

Element 1 - The Inclusion Values and Practice 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 Head teacher, SLT, Inclusion Manager and other key staff ensures that all children's needs are supported to enable them to attain their full potential.
- Individuals are valued at this school and there is a happy, caring, lively atmosphere.
- The school welcomes and celebrates the diverse cultures of the school's pupils and is very careful to ensure that all pupils feel they are valued within the school.
- 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 are supported in a holistic way to meet the diverse needs of families in this area of significant deprivation.
- Staff are committed to the school's inclusive values and are positive role models for pupils, consequently relationships between staff and pupils are excellent.
- There is a consistent approach to behaviour management and rewards for excellent behaviour, resulting in high standards of behaviour throughout the school.
- There is ongoing, tracking of pupil progress 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 assemblies, trips, certificates, treats and lunch with the head teacher.
- There is ongoing training for all staff on many issues linked to inclusion.
- A significant number of pupils are on pupil premium and the needs of these pupils are carefully tracked.

Areas for development:-

- To ensure that best use is made of the PPG to enable pupils to make further progress.

Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The learning environment is very positive, warm and purposeful and is enhanced through lovely display throughout the school, which celebrates the diversity of the school and 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 and include book areas and working walls. ICT facilities are well used to support pupils' learning, including the use of tablets, an ICT suite and interactive white boards.
- Communication, both oral and written, with all pupils and parents is clear and effective. This includes the half termly newsletter, workshops and home learning support on the website.
- The school is well resourced, enabling staff to meet pupils' additional needs, including the needs of pupils with SEND. Classrooms are fitted with PA systems and all staff use dyslexia friendly strategies. The school has full access for children with disabilities and has disabled toilets, a medical bed to help meet medical needs and an electric hoist to ensure access for disabled pupils to the swimming pool.
- The school library has a wide range of books, including texts that challenge. There are also subject leader budgets to enable all subjects to be well resourced to support learning.
- Support staff provide excellent support for pupils in the classroom or in intervention groups. Time is provided for teachers and support staff to communicate and plan to meet pupils' needs.
- The school makes excellent use of differentiated resources to meet pupils' diverse needs.
- Achievement is celebrated in many ways, including through assemblies, display and certificates.

- The school makes best use of its extensive outside space, which is very well organised and attractively laid out to enhance pupils' learning experiences.

Areas for development:-

- To continue to develop outdoor education.
- To train all staff in the use of Numicon to support the teaching of Maths.

Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- The school celebrates the many languages and cultures of pupils in the school in many ways, both in the curriculum and through a strong focus on PSHE, assemblies and displays.
- The school works very hard to create an environment where everyone can learn in an atmosphere of mutual support and respect. The school's inclusive values are reinforced during lessons, in extracurricular activities and in the playground.
- The school culture includes a strong commitment to pupil voice. Opportunities for pupils to take on responsibilities include the school council, buddies and junior travel ambassadors. As a result, pupils participate in consultation on a range of issues and undertake fundraising for charities.
- Transition arrangements are very thorough and there is additional support for vulnerable children moving to secondary school.
- There is a strong focus on developing the attitudes, values and personal development of all learners and support for children's mental health and social/emotional needs is very strong in the school.
- The school provides excellent support for children and their families who need to access additional support via the excellent work of the school's pupil and family support workers, Children's Centre staff and family link worker. The school is open and approachable for parents who need to raise any concerns re their children.

- Pupils are clear on what they need to do to extend their learning and this is enhanced by feedback marking of their work.
- Children with a range of SEND are thoroughly integrated into the life of the school and are well represented on the school council and join in all trips, clubs and school journeys as a matter of course.
- The excellent links with the adjacent special school and the integration of children from the school's ELP (an enhanced resourced provision) every afternoon mean that all children are very friendly to, and supportive of, children with SEND.
- There is a wide range of extracurricular activities and clubs, which are very well attended by pupils. There are a variety of school trips, linked to the curriculum as well as those for rewards, which pupils are very pleased to attend.
- Very good use is made of the school's outside spaces and the local area to enhance learning.

Areas for development:-

- To continue to develop the CUES-ED project within the school and to support the emotional wellbeing and resilience of pupils.
- To further develop learner attitudes, values and personal development.

Element 4: Learner Progress and the Impact on Learning

Strengths:-

- The school is rigorous in tracking of pupil progress: data is analysed and pupil progress meetings take place termly with a member of SLT. These meetings are used to discuss the progress of individuals and to put interventions in place for pupils where necessary.
- Pupils who are more able are tracked very carefully to ensure they are challenged appropriately, through differentiation in lessons. Children with learning needs are given support in lessons and in intervention groups. Specialist support for children with EAL is also provided where appropriate.

- Support for children with SEND includes the deployment of TAs to support individual children. There are specialist SEND teachers in the ELPs groups and Willow nursery.
There is also EP, OT and SALT support from specialist staff.
- Excellent transition arrangements are in place for children, including observations of children before joining nursery while attending the Children's Centre. Information re families in need is also communicated at this early stage, enabling excellent early intervention work to continue into nursery, reception and beyond where needed.
- Teachers use a range of strategies in their lessons, including AFL, higher order questioning, mini plenaries and learning walls. All lessons include WALT and WIN success criteria and learning walls support children in meeting the learning objectives.
- As a one-form entry school, detailed planning with support staff is a feature here and, for example, in the nursery where a third of children arrive speaking no English. In lessons there is excellent provision with 3 support staff and a teacher working with the children as well as an EAL teacher providing additional expertise twice a week. Teachers and support staff communicate regularly to ensure children's needs are met.
- Support for NQTs is also very thorough in the school and they have weekly meetings with their mentors. In addition, teachers come into their classes to model lessons for them and they are able to plan together during PPA time. There is regular in house training as well as training at other schools in the alliance.
- CPD for staff is also an important feature and staff meetings include training and development for staff as well as sharing good practice opportunities.
- Marking is very thorough and takes place frequently. Feedback marking with areas for improvement, which are addressed by pupils, is another important factor in helping pupils to make progress.
- Teachers provide excellent feedback to pupils and parents, through informal daily conversations, through the marking of books as well as through written reports.
- The teaching of children with a range of SEND is a very important feature here, both in the ELP classrooms in the mornings and in mainstream classes in the afternoons. A programme of training on issues such as various medical needs, dyslexia, dyscalculia and ASD ensures that all staff

have the expertise to meet the needs of all children in their classes. The inclusion of children from the adjacent special school further adds to the expertise acquired by teachers here with specialist SEND teachers working closely with mainstream staff.

- Lesson plans and interventions are evaluated carefully and there is thorough moderation of pupils' books.

Areas for development:-

- To continue the school's work on raising the attainment and progress of all pupils.
- To continue to improve the outside learning area for EYFS.

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 scans 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 AFL approaches are used in lessons and learning is differentiated to meet all needs. Lessons are challenging and engaging with children collaborating very well and planning ensures that they provide motivating tasks for all.
- Learning walks and formal lesson observations take place by SLT and targets are set for teachers, with support provided where necessary. The LA also provides mentoring and monitoring and governors visit the school to support lessons on a weekly basis.
- Lessons are planned with detailed differentiation and these are also monitored and schemes of work indicate specific resources to be used. Teachers and support staff work together to ensure that there is an appropriate degree of challenge for all pupils.

- Support staff are fully engaged in lessons and work flexibly according to need. They also provide excellent support for pupils on a 1 to 1 or small group basis.
- There are excellent resources for pupils, which are very accessible and help provide motivating tasks for children across a range of learning styles. Weekly plans are shared on FRONTER to enable monitoring and the sharing of ideas.
- Pupils are focused in their lessons and are thoroughly engaged in learning. Behaviour is excellent as is the learning ethos in all classrooms.
- The provision for children with SEND is excellent and the school works hard to ensure that the classroom environment and support provided is appropriate to their needs. SEND and LSP support plans provide a very positive and useful overview of children's individual strengths, challenges and needs.
- Homework is also differentiated with academic tasks related to individuals and creative homework related to the whole class.
- 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 at parents' evenings.

Areas for development:-

- To continue to develop strategies for more able pupils in early years.
- To strive to ensure all lessons are good or better.

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 staff take 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 spoken to 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 sensitive way in which the school meets the individual needs of all children, including those with emotional needs and those with SEND. Parents of children with SEND actively seek a place for their children at the school because of the excellent support provided for these children and they are prepared to travel some distances to the school.
- The school keeps parents up to date with their children's learning through learn and lunch sessions, workshops, drop everything and read sessions, contact books, the open door policy and the regular school newsletter.
- There is excellent communication with parents, which is enhanced by the welcoming, open ethos of the school. Any concerns expressed by parents/carers are acted upon swiftly and sensitively. The school goes out of its way to meet parents' needs.
- Parents spoken to were delighted at the way children with SEND are included and accepted as equal by all the other children in the school. They are also delighted to see that this positive attitude extends to pupils from the special school next door who are seamlessly integrated into mainstream lessons on a regular basis.
- The Inclusion Manager and other staff work very hard to ensure families get the help they need. The close link with the Children's Centre also provides excellent support for families with a range of different needs. They are helped to access support on many social and emotional issues.
- 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, including those with ASD and other needs who make excellent progress and can become fully integrated into the mainstream school during their time at the school.
- Parents also said that the staff are excellent and strive for the very best in everything they do.
- Parents love the school and even travel long distances to enable their children to attend when they have moved away from the local area.

- Parents also do volunteering work at the school and this, along with attendance at various courses put on by the school, has enabled some parents to gain L2 qualifications in childcare.

Areas for development:-

- To develop a welcome pack to support families with children who arrive mid-term.

Element 7 – Governing Body and Management – External Accountability/Support

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 inclusive values and high aspirations for all pupils.
- The governing body has undergone many changes in representation recently. They are very positive in approach and are very aware of the key areas for development of the school and work closely with it. There is a committee structure, which functions well with members having clear responsibilities and work plans. Governors plan to visit the school regularly, with a specific focus, to meet with staff and visit lessons, linked to their areas of responsibility.
- Governors undertake appropriate training, for example, by the local authority and outside agencies and they also attend school INSET.
- Governors have high praise for the school and its work. Governors spoken to were very proud of the school's inclusive values and excellent, supportive work with children and their families.
- Governors are also involved in school events, trips and visits. Some also undertake volunteer reading and there is an annual governors' award for children who make a positive contribution to the life of the school.
- The school is part of a cluster of local schools, with which it has close links and it works collaboratively with this group of schools to share good practice at different levels and across a range of subjects.

Areas for development:-

- To provide training for governors in SEND and inclusion at the school.

Element 8 – The School in the Community – How this supports inclusion

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 close links with several local schools, including the local secondary academy, which enables it to access excellent sporting and musical facilities. There are also excellent links with the local college and the other primary and special schools in the SEP partnership to work together to share good practice.
- The school has a significant number of vulnerable families, including those in deprived circumstances or with children with SEND or suffering from domestic violence etc, who are supported by the school's Pupil and Family link workers, Children's Centre staff and others to enable families to access support in the local area. There are many sessions and courses to help families, including Chill and Chat sessions, 'Chatterbox Play and Stay', 'Jubilee' parenting courses, 'Understanding Your Baby' courses and one to one counseling. There is also excellent adult learning provision via CALAT.
- The school has good local links with many organisations, including the fire service, churches, police dog events, adult learning, gyms, and the local library. There are also excellent sporting links enabling pupils to participate in a variety of sports' opportunities. The school has links with the cat protection league and the 'read to dogs' programme.
- The school has excellent sporting and other links, which provide exciting opportunities for pupils, for example, cycling proficiency courses, first aid, drumming, gymnastics, cheerleading and sports' coaching in various sports to develop skills.
- The school participates in the Croydon Schools' Music Festival and other local events, such as sporting events and harvest festivals.
- The school also uses external expertise to enhance its provision for pupils. Examples of this include the Cues-ED programme for year 3 on mental health issues and the ADAD drugs awareness drama presentation.



IQM Self-Evaluation Report



Areas for development:-

- To further develop the SEP events to enhance learning across the group of schools.
- To continue to develop the excellent links with Red Gates Special School and the Woodlands Children's Centre.