



29<sup>th</sup> March 2019

Mr Paul Thomas  
Principal  
Gilbert Scott Primary School  
Farnborough Avenue  
South Croydon  
Surrey  
CR2 8HD

**Assessment Date: 18<sup>th</sup> March 2019**

### Summary

Gilbert Scott Primary School is an outstanding example of Inclusion in practice. From the early morning breakfast club, the meeting and greeting of parents by the SENCO as well as the Parent and Family Support worker to the Magic Breakfast (free bagels for those on time for school), the day gets off to a great start for all the children.

Individual needs are exceptionally well catered for. One child waits with the adults before going to lessons as he needs more reassurance, another child with ASD is taken to his lessons by a familiar member of the office staff each day as that is his preferred way of getting to class. As one parent stated, "The inclusion of every child in this school is remarkable."

The spirit of inclusion continues in the achievement assembly. The children sit in a large horse-shoe shape rather than the traditional rows. Parents were also present to see their children receive awards. Everyone can see and everyone takes part, through class awards, writer of the week, best class attendance and learning superstars. Rewards for good behaviour are given a high profile. Independence skills are valued as year 6 pupils organise the IT as well as giving out the awards and dismissing the pupils at the end. It was a pleasure to hear all the children sing an uplifting song, "I can do anything at all." Children from the Enhanced Learning Provision (ELP) play a full part in the whole school assemblies.

Parents are very complimentary about the school and appreciate all the help and support their child receives as well as the family as a whole. One parent of a child with SEN said, "If it wasn't for this school, I don't know where my child would be now." A parent of a child with a medical condition praised the school for their excellent communication links with her as well as the staff's dedication in making sure that the health care delivered was appropriate and safe.

Children enjoy their lessons due to the careful, systematic planning done by the teachers who strive to make the lessons interesting and relevant. Differentiation in

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2018/2019

lessons is very evident. One example of this is the children in the ELPs having individual timetables, one-page profiles and a differentiated, simplified behaviour chart which they understand. The behaviour policy is then consistent throughout the school and differentiated according to needs. All the children in the school are aware of the behaviour passports and how the system works.

The pupils were highly praised in a previous Ofsted visit as follows, “Pupils are true advocates of the school. They are committed to and know well the school’s aims and values. Pupils are well behaved, polite and respectful (Ofsted 2017). As part of the school’s improvement drive, new agreed values were launched in January 2019; they consist of Excellence, Respect, Unity, Perseverance, Aspiration and Responsibility. Everyone was involved in devising the new values.

The School Council plays an active role in the school community. They were able to describe changes that the school had made that could be tracked back to their input such as having a comments book in the dining hall re school dinners and being able to have second helpings now. Junior Travel Ambassadors have been introduced as a new initiative and will be shortly doing a road safety assembly. The children were enthusiastic, let each other have a turn to speak and all said they loved school.

Links with Red Gates School are highly valued by everyone. Each Gilbert Scott class has a link class from Red Gates, and they work together on a weekly basis on lessons that have been jointly planned by the teachers from both schools. One boy said, “It is really good you learn how to do sign language and you learn about other children”.

The school holds enrichment weeks to inspire pupils and takes into account their interests.

Training is offered to all members of staff who may need to become more proficient in a particular teaching method or strategy. Recent training has taken place in Pre-teaching and Precision teaching.

The whole school is focused on progress and improved outcomes for all the children. The recently formed school Governors are fully committed to Inclusion and giving the children the best chance possible in their education.

Gilbert Scott Primary School is a one-form-entry school with 212 pupils on roll including an attached Nursery that takes a maximum of twenty-six children part time. The Nursery children are also offered lunchtime and afternoon Nursery paid provision. As part of its community provision, the school has a fourteen place Enhanced Learning Provision for pupils with moderate learning difficulties (MLD) split across two groups, EYFS/KS1 and KS2.

Gilbert Scott has twelve part time places for nursery children with severe, long term and complex learning difficulties (Willow Tree Nursery). In September 2018, Gilbert Scott Primary became part of The Collegiate Trust that is made up of two secondary schools including a sixth form and four primary schools. This has been a positive move,

providing excellent opportunities to develop and improve with the support of the Collegiate Trust and other local schools.

I am of the opinion that the school fully meets the standards required by the Inclusion Quality Mark. Therefore, I recommend that the school is awarded the Inclusion Quality Mark and is reassessed in 3 years' time.

**Assessor: Julia Ridley**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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

## **Portfolio and Other Supporting Evidence**

Evidence was gathered from a wide range of sources during the visit.

The school submitted a very detailed and thorough IQM self-evaluation report which covered all the aspects of the school's work on Inclusion.

A tour of the school, learning walk to each classroom and book scrutiny also took place. The IQM assessor had the opportunity to talk to a wide range of people about the school. This included:-

- Principal.
- SENCO and IQM lead.
- Deputy Headteacher.
- Chair of Governors and Governor with responsibility for SEND.
- CEO of the Collegiate Trust.
- Pupils - 2 reps from each class as well as the school council.
- Parents and carers, 11 in total.
- Support staff including Pupil and Family Support worker, Learning Mentor, SEND TAs, Rep from Breakfast club and member of staff from the school office.
- The Universal Services Co-ordinator from the Woodlands Children's Centre.
- Headteacher of Red Gates School.
- The vicar from St Francis church.
- Principal of Courtwood Primary School.
- 3 class teachers.
- The lead teacher for EYFS.



## Element 1 - The Inclusion Values and Practices of the School

### Strengths:-

- All members of staff, children, parents and Governors make sure that the school is very inclusive and that everyone is valued equally.
- The co-location with the local Special school (Red Gates School) means that children from both settings have many opportunities to work and play together e.g. the two schools have joint lunch times where they sit together in the dining hall.
- Gilbert Scott draws on inclusive practices and outreach support from the Special school.
- Children from the Enhanced Learning provision are included in any mainstream sessions which are beneficial to them. They attend assemblies, PE, playtime and enrichment days with their mainstream peers.
- The Friendship Ambassadors' team has had a recent relaunch. It is open to all children in years 3-6. Training is provided to the Team around how to be inclusive, how to listen effectively, how to invite other children to play, and how to look out for children who may seem lonely.
- Induction for new children who start mid-year is very effective and helps the children settle in quickly to their new environment.
- All members of staff, whatever their role, have regular meetings e.g. office staff, site manager to discuss roles and responsibilities and to gather staff members' views.
- Teachers and support staff feel fully supported by the Senior Leadership Team and feel that their views are respected and listened to.

### Areas for development:-

- To embed the school values introduced in the spring term 2019.
- To ensure that any gaps between disadvantaged pupils and the rest has closed significantly in both attainment and progress.
- To continue to raise achievement and progress for all pupils.



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

### Strengths:-

- The learning environment is welcoming with children's work celebrated in a variety of different displays around the school. Each class has a Proud board display in the assembly hall to showcase their best efforts.
- The children benefit from spacious classrooms that are well organised for learning. Displays in the classrooms are focused on learning and the curriculum. Behaviour charts are consistently displayed in each classroom.
- Corridor displays are bright and well presented. They celebrate success and give a family-feel to the school.
- The school has a large area of outdoor space which includes a field for sports, a gym trail, sand pit and a range of games painted on to the playground. ELP classes have their own outdoor space as does the Nursery. These have attractive resources.
- The pupils know how to access the games so they can play without direct adult support which is beneficial for their independence and sense of well-being.
- The school is well resourced with play equipment.
- The ICT suite is well equipped and used by all the children on a regular basis.
- The school has made their own sensory room so that children who need a sensory approach can access it as needed. It has black out blinds so that the sensory experience is more complete.

### Areas for development:-

- Development of outdoor education, especially outside the Years 1 and 2 classrooms.
- Improving corridors to be language rich with new reading areas within the school.
- Improve and update the hardware within the school through the support of the Trust.
- Develop the library/entrance area.
- Develop consistent use of Dyslexia friendly equipment e.g. coloured transparent strips to help with their reading and better use of appropriate background and font colours when using the interactive whiteboards.



## Element 3- Learning Attitudes, Values and Personal Development

### Strengths:-

- Proud boards, writer of the week, learning superstar awards and the wall of fame board help children to see that they and their work is valued and important.
- The younger children see the older children being given additional responsibilities such as in assemblies so they can see how they will be expected to contribute when they are older.
- Pupils see that attendance is valued as the parent of the child with the best attendance all year gets a bouquet of flowers from the school as a thank you.
- The children are very well-behaved in lessons and at playtime and lunchtime. They are polite, supportive of each other and generally eager to learn.
- The new house system is proving popular amongst the children and gives them the opportunity to mix with pupils of a different age and work together as a team.
- Friendship Ambassadors and the buddy bench all show the children that their emotional well-being is valued.
- The school self-evaluation states that, "Children are encouraged to show tolerance towards, and have respect for, other people's feelings, values and beliefs". This comes as second nature to most of the pupils because of our close links with Red Gates, Willow Tree Nursery and our ELP". This is evident around the school.
- Transition in to and out of the school is very effective. The school works closely with parents, making home visits, organising personalised transition arrangements for children who are starting school or leaving to go on to their secondary placement.

### Areas for development:-

- To embed new core values and new Houses.
- To have a focus on winning and losing/social skills in the playground.
- To develop extra-curricular activities e.g. music and sports.
- To introduce termly Parent Forum starting on 28<sup>th</sup> February 2019.
- To achieve the PE and Sports Silver Award.



## Element 4 – Learner Progress and Impact on Learning

### Strengths:-

- Different learning needs are identified and acted upon for example, one boy is doing the daily mile with another class as he still benefits from it and it helps alleviate his ADHD.
- Pupil progress has a strong focus in the school. Meetings take place termly with the class teacher, SENCO, Principal and DHT to discuss pupils who need support and interventions to either enable them to attain the age-related expectations or make progress and interventions are agreed.
- The school is prioritising reading as a Curriculum area this year due to the dip in results last year. This is being addressed through a new focus on Guided Reading. A year 1 class which was observed were benefiting from this approach as all were involved and contributing to the question and answer session.
- Outside agencies such as Speech and Language Therapists and Occupational Therapists are used well and offer support for school-based staff to continue the same programmes in class.
- Learning targets are known to learners and staff, supporting progress. Children with SEN understand what progress they are aiming to make and sign the target sheets as an acknowledgement.
- The school offers a wide range of intervention packages to children who may need additional help in a particular area. This ensures that all pupils are receiving the most appropriate curriculum for their own needs.

### Areas for development:-

- To create a literacy rich environment.
- Feedback and marking having an impact on progress.
- Support from the Trust to improve English ('Backward planning'), Reading (Whole class guided reading), Teaching of Maths, and leadership which will in turn raise standards.



## Element 5 - Learning and Teaching (Monitoring)

### Strengths:-

- The school Learning and Teaching policy is well implemented and monitored. Senior Leaders carry out learning walks and classroom observations to ensure that children are making as much progress as possible.
- Staff are aware that they can challenge each other professionally and that the school is a safe environment to do this.
- Teachers work well together and across schools to ensure that the lessons they have planned have enough challenge and support so that all children's needs are met. This has been seen as Key Stage 2 have begun planning with other schools in the Collegiate Trust.
- Parents are pleased with the school reports and other communication that they receive about their child's progress. They say it is detailed and very clear that the school has a good understanding of their child's needs.
- Pupils understand the purpose of the developmental marking e.g. pink and green and were clearly able to articulate the differences between the two-colour system.
- Teaching Assistants are used appropriately and are very skilled in how to deliver interventions and support the pupils in their class. They feel valued and say that they have received the relevant training that they need to fulfil their role.

### Areas for development:-

- Improving planning for whole class guided reading, writing and maths for improved outcomes.
- All children to achieve expected progress or more in line with their targets.
- Aiming for an increasing percentage of pupils achieving age expected standards 'at greater depth' as well as being 'secure' at age expected standards.
- Percentage of lessons at good or better is 100%.



## Element 6 - Parents, Carers and Guardians

### Strengths:-

- The Parent and Family support worker is highly valued by all parents. She offers support to families, signposts them to additional groups and works with the children.
- Parents report that the office staff are very supportive to parents and are always welcoming and helpful.
- Parents are involved in joint work with Woodlands Childrens' Centre and attend Joint Transition events, Family/Parenting courses.
- A new Parent forum has started this week which will give parents a more focused voice when they are involved in making decisions with the school.
- Support staff have been given additional training to help them better support families who are facing particular difficulties such as training for staff on the impact of domestic violence on a child.
- Class teacher and family support worker now make home visits which parents report are very beneficial.
- Enhanced Learning Provision parents are invited into school on a Friday afternoon to see what their child has been working on during the week. This is particularly valuable for parents whose child comes to the school by taxi.
- Families are signposted to vulnerable women's groups, bereavement support groups, food banks.
- The Learning Mentor is running online safety training jointly with a child and their parents.
- Parents are invited to achievement assemblies.
- Parents run a successful PFTA organisation where they hold fund raising events.

### Areas for development:-

- Keeping the website updated with news.
- Introducing class blogs so parents can find out a lot more about what their child/ren are learning in school.
- Moving communication from paper to e-mail but having paper copies available.
- Announcing news immediately on Twitter.



## Element 7 - Governing Body and Management

### Strengths:-

- The Local Governing Body has a wide range of expertise and attributes that are used well to support and challenge the school effectively.
- The members are very active and make regular, focused visits to the see the school in action.
- A skills' audit has been conducted to identify and rectify gaps in Governors' knowledge.
- There is a renewed emphasis on progress and outcomes.
- The link Governor for Safeguarding is very experienced and is able to support the school very effectively.
- There is excellent whole school training in Safeguarding for staff and Governors to attend jointly.
- The Governors have been very supportive with changes that have had to have been made in the last couple of years.
- The Governors have appointed a highly effective and experienced Headteacher to take the school forward.
- The Governors have overseen the school's new website, following the Collegiate Trust's model. It has been a great improvement.

### Areas for development:-

- Welcome to governance training for all new governors to give them a good basis for understanding the school's cohort, SEND profile and work within inclusion.
- The SEND Governor will be undertaking specific training to ensure they are adding value in their role.
- Shared governance day facilitated by the Collegiate Trust will become embedded.



## Element 8 - The School in the Community

### Strengths:-

Community Links are very strong. There is a strong partnership with a wide range of other schools and settings, especially the Red Gates Special School and Woodlands Children's Centre which are located in the same grounds as Gilbert Scott school.

- Joint SENCO work with other schools in the Collegiate Trust. One example is researching pre-teaching and precision teaching with Courtlands Academy, implementing the programmes and evaluating the impact together.
- Close links with the local church. The vicar does school assemblies regularly, pupils visit the church to do performances.
- Wide range of clubs such as breakfast club, gardening club, film club, drumming club, computer club etc.
- Children have benefited from a wide range of educational visits and visiting speakers. The children particularly enjoyed the Christmas pantomime troupe that came to the school in December. Other visits have been made to the British Museum, The Monument, taking part in cross country events and a 5-day residential trip.

### Areas for development:-

- To plan with Selsdon Education Partnership (SEP) for summer 2019 event.
- To liaise with local churches to support upcoming events.
- To advertise Christmas and summer fairs to a wider audience.
- To make increasingly regular use of facilities available to the school at Quest Academy and Monks Hill Sports Centre.
- To ensure that the school is seen very positively by the pupils, staff, parents, governors and the wider community.