



# Inclusion Quality Mark (UK) Ltd

14<sup>th</sup> July 2017

Miss Margaret Hanrahan  
Headteacher  
St Winifred's Catholic Primary School  
Newstead Road  
London SE12 0SJ

## **Assessment Date: 4<sup>th</sup> July 2017**

St Winifred's is an almost 2-form entry primary school, serving a diverse population in the London Borough of Lewisham. The catchment area is one that includes wide social and cultural mix with 13% of pupils eligible for pupil premium. The 401 pupils on roll are from a variety of backgrounds, including Irish, Black African and Black Caribbean with children speaking a range of different languages, including Polish, Vietnamese and Spanish. The number of children with SEND, at around 20%, is above average and there are currently 4 children with EHCPs, mainly with social and communication difficulties. The school is currently undergoing an extensive building programme to incorporate the whole primary school on one site and enabling the school to fully expand to two forms of entry.

The school is very welcoming with a warm, friendly atmosphere that is evident from arrival at reception. The environment, both outside in the playground and inside the school is bright and very positive with beautiful displays, including lovely artwork and samples of pupils' work in the corridors and classrooms. The head teacher and SLT, set the tone for the supportive, caring, inclusive framework with high expectations of all.

The Inclusion Manager, who is an assistant head teacher, oversees all aspects of inclusion and ensures that all pupils' needs are catered for. As a result of the combination of excellent teaching and learning strategies and support for children where needed, the outcomes at the end of all key stages are at or above national expectations. The head teacher and senior team have an open-door policy, they listen to their staff, parents and pupils, with the result that everyone works hard as a team to achieve the best possible outcomes for children. The inclusion of children with SEND is carefully addressed with pupils' individual needs at the forefront and an inclusion team, led by the inclusion manager and including the deputy head teacher and two HLTAs, who lead on interventions, work together to ensure excellent support is in place for all children who need it.

Teaching and support staff work well together, teachers spend a lot of time planning thoroughly in year teams while also adapting plans to meet their pupils' individual needs. They also ensure that marking provides useful feedback and helps pupils to move forward in their learning. Teachers are given autonomy to try out different groupings and strategies to meet their children's needs.

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Teaching and support 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 and are enthusiastic about the topic-based curriculum, which is exciting and motivating for children. 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 strong focus on teaching and learning. Lessons are planned in detail, ensuring they are interesting and challenging for everyone and there are many imaginative and exciting activities planned for pupils. Lessons visited included excellent interaction between teachers and pupils, children working in groups with TAs and other adults including student teachers, work experience students and volunteers with LSAs ensuring that children with SEND are integrated into the classroom learning. Examples of the rich curricular and extra-curricular opportunities include a wide range of sporting opportunities with 82% of children participating in extra-curricular sports.

There are drama lessons for all classes every week led by one of the school's HLTAs who is a drama specialist. There are also music lessons with a variety of instruments learned by pupils. There are also regular curricular related trips for all pupils and school journeys for children from year 2 onwards. The school offers a wide range of after school clubs, including many sports, chess, music, art, cheer leading, languages and cooking.

Pupils are very happy, polite, friendly and enthusiastic and 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 listened to and cared for. Pupils enjoy learning and they explain how the teachers encourage them and make learning fun. There are also opportunities for pupils to participate in a variety of events both in school and outside the school and they appreciate that their talents are encouraged.

A special annual newsletter, highlights pupils' achievements during the year and is a celebration of all talents and skills. There are opportunities for pupils to take on roles of responsibility in the school including the school council, the eco team and various buddy roles. Year 6 pupils take a lot of responsibility for younger children and, for example, they lead the whole school inclusive sports' day, ensuring that children are in mixed teams and that everyone has a fair chance to participate. Comments made by pupils include, "I like this school because people are friendly with each other. They play with you and you can make friends easily", "The school has lots of people you can make friends with. There are lots of kind people and we're very good at sports", "I've been here for 4 years and now it's an even better with all the pupils from infants to make it an even happier place", "Teachers are really good at explaining and, if you don't understand, they explain until you get it", "You can go on trips and make friends. It's going to be a bigger school and a very happy place", "I came in year 5 with no English. I thought no one would talk to me, but lots of people talked to me, even though I didn't understand", "I like the homework they give you on Thursdays, for example, the maths work".

Progress is monitored every half term 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. Pupil progress meetings ensure that action is taken to support any pupils who are underachieving. As a result, interventions are tailored to individual needs and are monitored very carefully by the inclusion team and adjusted as

appropriate. There are rewards for pupils to celebrate their many achievements, including merit assemblies and the golden book, which they are very proud and pleased to achieve.

The school has fostered very positive relationships with parents and it finds many ways to communicate with them and to involve them in the life of the school. Parents speak very highly of the school and its staff. The 'Friends of St Winifred's' is very active and organizes a lot of events to support the school, including school discos, a summer fair, coffee mornings and barbeques. Parents spoken to, including one whose child has additional needs, explained the thorough, caring and effective approach that the school takes towards meeting individual children's needs. The school listens to its parents and holds a number of workshops and evening sessions to support parents in supporting their children. Parents of children in EYFS are able to come into school to read with their children in class, at the start of the day on a weekly basis. Parents feel that communication with the school is excellent, staff are always available to speak with parents.

Comments from parents included, "My children have all enjoyed coming here – it's a very positive community where children feel loved and acknowledged. The school is exciting, different cultures are celebrated and they are constantly trying to improve", "Teachers are very approachable. It's easy to pop in and have a quick word and you get a quick response. It's very open", "There are many opportunities for children, the clubs are amazing as well as the trips to the theatre etc", "My children have had amazing experiences here. My child never felt self-conscious, children understand that some children have different needs", "We had weekly meetings about my child's needs. Teachers helped me to support my child at home with useful strategies to use".

The school works closely with the local community and there are good links with other local schools, including several primary schools and some secondary schools to which pupils' transfer. All staff, parents, governors and pupils spoken to were extremely positive about the school's work. There is a very genuine sense of team effort, of mutual support, of listening, discussing and of including everyone. The governing body is fully committed to the school's vision and they play a very positive, active and supportive role in the school.

Excellent features of this school include the overall ethos of inclusive values, the excellent behavior and positive attitudes of pupils, the excellent support for children with SEND and the excellent teamwork of teaching and support staff.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. I recommend that the school is awarded Centre of Excellence status, if it so wishes and is reviewed in one year's time. The areas for development outlined in this report are in line with the school's own next steps.

**Assessor: Pauline Roberts**

**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

### Areas of Strength:-

- 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, deputy head teachers and SLT ensures that all children are fully supported to attain to their full potential.
- Individuals are valued at this school and there is a very happy, caring, friendly atmosphere.
- The school welcomes and celebrates the cultures, backgrounds and languages 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 speak very highly of the school and they are involved in the life of the school in various ways, including through events, volunteering, the Friends' Association and assemblies.
- The school has an open-door approach, with the result that everyone feels included, listened to and supported.
- Staff are committed to the school's values and are very positive role models for pupils, consequently relationships between staff and pupils are excellent.
- There is a consistent approach to behavior management, resulting in very high standards of behavior throughout the school.
- There is ongoing, tracking of pupil progress and data analysis. Pupil progress meetings ensure that all pupils' learning gaps 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 display, merit and golden achievers' assemblies.
- There is ongoing training for all staff on many issues linked to teaching, learning and inclusion. Recent sessions have included a session on ASD girls and social emotional needs and safeguarding.
- A significant number of pupils are on pupil premium and the needs of these pupils are carefully tracked with a strong focus on closing the gap between them and their peers.



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### Areas for development:-

- To continue the closing the gap work for children on pupil premium.
- To continue the focus on inclusive quality first teaching.
- Ensure consistency of senior and middle leadership skills.



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

- The school is undergoing a major building programme to incorporate the infants' school classes and to become a 2 for entry primary school.
- The learning environment is very positive, warm and purposeful and is enhanced through beautiful display in classrooms and corridors throughout the school, which celebrates 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.
- The school has excellent ICT facilities, which are used to support pupils' learning, including the use of iPads with apps to support pupils' learning and interactive white boards. ICT programmes, such as 'Purple Mash' and 'Expresso' are used to enhance learning. There is also an online Maths one-to-one tuition programme, 'Third Space' for targeted year 5/6pupils.
- Communication, both oral and written, with all pupils and parents is clear and effective. Interpreters are used where needed to enable communication with parents with limited English.
- The school is well resourced, enabling staff to meet pupils' additional needs, including the needs of pupils with SEND. There is specialist equipment and resources, including sensory circuits, fidget cushions and a range of multi-sensory resources.
- There is an easily accessible school library to help develop pupils' love of reading and to facilitate various small group and one-to-one interventions.
- Support staff provide excellent support for pupils in the classroom or in intervention groups. They are fully involved in planning with teachers. Good use is made of the school's space, including small rooms between classrooms to enable group interventions to take place. Staff make excellent use of differentiated resources to meet pupils' needs.
- Achievement is celebrated in many ways, including through assemblies, the newsletter and concerts.

### Areas for development:-

- To continue to develop the use of ICT to enhance classroom learning.
- To provide well organized learning environments within the new building.



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

### Areas of Strength:-

- The school works very hard to create an environment where everyone can learn in an atmosphere of harmony and mutual respect. This is evident in the overall inclusive ethos of the school and the school's values are reinforced during assemblies, in lessons and in the playground. The Rights' Respecting ethos is visible throughout the school and the school has a strong approach to anti-bullying work, which is focused on through themed assemblies.
- The school's diversity of different cultures is highlighted and celebrated in various ways, for example, during international food week and through displays in classrooms.
- The school culture includes a commitment to pupil voice, which is strong in the school. Opportunities for pupils to take on responsibilities include the school council, rights' respecting reps, buddies and the eco council. As a result, pupils participate in consultation on a range of issues and undertake fund raising for charities.
- The Inclusion Team meets regularly to discuss the effectiveness of interventions and the SALT meets with relevant support staff to ensure appropriate strategies are in place for targeted pupils. The recommendations of outreach teachers are followed carefully and regular CPD ensures all staff are aware of the inclusive approaches needed for all pupils.
- Transition arrangements are very thorough, there are stay and play opportunities and parents' meetings for transition to nursery and reception, transition mornings for reception to KS1, transition meetings for year 5 parents to prepare for secondary school. There is also very good liaison with local secondary schools for secondary transfer. Pupils with SEND have a personalized transition.
- The school provides excellent support for children and their families who need to access additional support. 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.
- There is a wide range of extra-curricular activities and clubs, which are very popular with pupils and will be reintroduced once the building work is complete. There are a variety of school trips, linked to the curriculum, which include museum visits and special trips linked to the topics. There are also school journeys for various year groups, starting as early as year 2.



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### Areas for development:-

- To develop pupil voice through the school council.
- To celebrate the languages spoken by pupils through developing a pride in bilingualism throughout the school.





## Element 4 - Learner Progress and the Impact on Learning

### Areas of Strength:-

- The school is rigorous in tracking pupil progress, data is analysed regularly, pupil progress meetings are used to discuss the progress of individuals and to put interventions in place for pupils where necessary.
- Pupil achievement and attainment is high and is at or above national expectations across the board. Much work is being done to ensure there is no gap between disadvantaged pupils and their peers.
- Targets are challenging yet realisable for learners. Pupils who are more able, gifted and talented are also tracked very carefully to ensure they are challenged appropriately. Children with learning needs are given support in lessons and in intervention groups. Target sheets in books, which are regularly checked, ensure children are aware of their targets.
- Pupils who qualify for pupil premium are carefully tracked and supported, ensuring the achievement gap has closed.
- Teachers use a range of strategies in their lessons, including AFL peer and self-assessment techniques. Pupils are encouraged to reflect on their own learning and to ask questions.
- Detailed planning in year teams is an important feature and plans are creative and imaginative and are tailored to the needs of the children in each class.
- CPD for staff is also a key feature here, enabling staff to share good practice and further develop their skills.
- Marking is very thorough and takes place frequently. Feedback marking with comments to move learning on, which are addressed by pupils, is another important factor in helping pupils to make progress.
- TAs and LSAs provide important support for pupils in intervention groups and in class.
- Middle leaders play an important role in monitoring teaching and learning in the school and they ensure that planning helps to move pupils forward in their learning. Year groups are given the freedom to try out new ways of organizing learning and topics to meet their pupils' needs.
- Lessons are monitored regularly and useful feedback is provided, which informs next steps in planning for classes and individuals.



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### Areas for development:-

- To continue to develop the school's strategies for vulnerable groups.
- To ensure outcomes across the school are sustained.



## Element 5 - Learning and Teaching (Monitoring)

### Areas of Strength:-

- 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. It has a monitoring cycle, which involves SLT and subject leaders observing lessons in pairs and giving feedback. Learning walks are also undertaken and many examples of outstanding teaching have been identified.
- Pupil progress meetings take place regularly and individual pupils' learning abilities and needs are addressed in detail. Following these, interventions are put in place for pupils not making expected progress.
- Book checks are undertaken to ensure that feed back to pupils with next steps 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, such as questioning and talk partners, 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. The curriculum is based around interesting and engaging topics that are exciting and motivating for pupils. In addition, there are drama workshops, music lessons, forest school experiences and many sporting opportunities that enhance the curriculum for pupils.
- Lessons are planned in year teams, thus ensuring consistency and sharing of ideas and resources. Teachers and support staff ensure that there is a high degree of challenge and support 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 one-to-one or small group basis, which is tailored to the individual needs of pupils. Paired reading with an adult is provided for targeted children throughout the school, sometimes through parent or community volunteers.
- There are excellent resources for pupils, which are very clear and provide motivating tasks for children. All planning includes differentiated tasks for key children requiring support.
- Pupils are completely focused in their lessons and they are thoroughly engaged in learning. Behaviour is excellent as is the learning ethos in all classrooms.
- The Inclusion Team meets regularly to discuss individual children's needs, support the deployment of support staff and to monitor the effectiveness of interventions.
- Staff CPD is excellent and meets the individual needs of staff as well as addressing the areas for development agreed by the school.



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### Areas for development:-

- To continue to develop and share good practice within the school and with other schools.
- To become a 'Schools' Direct' school.



## Element 6 – Parents, Carers and Guardians

### Areas of Strength:-

- 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, for example, for those who need extra financial support, the school is sensitive to their needs and provides help from the school's own food bank as well as hampers at Christmas time and free places on trips and school journeys. The school's open-door policy means that 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. The head and senior staff are always outside school to greet parents in the mornings.
- Parents spoken to also mentioned the different ways in which they are involved in the life of the school, such as, through many events, volunteering, the Friends' Association and assemblies.
- There is a weekly newsletter, which keeps parents up-to-date with school news and their children's learning and achievements.
- Parent questionnaires are sent out regularly and their suggestions are acted upon, for example, a session was organized on friendships and social skills, which was run by the 'Drum beat' charity.
- 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.
- The school organises evening sessions for parents on issues such as internet safety and supporting their children's literacy and numeracy. It also organises a range of workshops, some for targeted parents of children with SEND.
- There are early morning open sessions every Friday for parents to read with their children on the infants' site.
- 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. They also mentioned the excellent communication with class teachers and the high expectations staff have for the children.
- Parents are also very impressed with the opportunities provided for pupils, including the wide range of clubs and trips.



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- Parents attend class assemblies and school trips. They are also welcomed as volunteers within the school. Parents are also delighted that staff are always in the playground at the start and end of the day to speak to them.
- Parent consultation is thorough, parents' responses are positive and suggestions are acted upon. Meet the teacher evenings are very well attended as are termly parents' evenings.

### Areas for development:-

- To develop the range of workshops for parents.
- To continue to develop the links with parents in as many ways as possible.
- Extend the opportunities for parents to attend early reading on Fridays and to join children for lunch when the school is on one site.



## Element 7 – Governing Body and Management

### Areas of Strength:-

- The governing body is very involved in the life of the school, they provide appropriate support and challenge to the school and share its high aspirations for all pupils. Governors visit the school regularly and undertake regular reviews of SEND and inclusion.
- SLT and middle leaders provide regular feedback to governors on their work, including data analysis, which facilitates governors' scrutiny, questioning and challenge to the school.
- Governors undertake appropriate training, for example, by the local authority on a variety of issues such as safeguarding and SEND. Efforts are made to ensure their skills are utilized appropriately. Governors also attend staff training, including INSET days.
- A governor spoken to on the day, who is also a parent had high praise for the school and its work with children and parents. She mentioned the excellent inclusive ethos in the school.
- There is a committee structure, which is helpful in ensuring that governors are aware of their responsibilities and that all key issues are dealt with appropriately.
- Governors are also very happy to be involved in school events and parental meetings.
- The school has excellent links with local LA schools and other from within the group of Catholic Schools.
- The school is involved in moderation with other local LA schools and the Inclusion Manager attends Lewisham LA SENCO forums.

### Areas for development:-

- To continue to involve governors in school INSET and school events.



## Element 8 – The School in the Community

### Areas of Strength:-

- Children participate in a variety of clubs and after school activities and participate in a range of school trips and journeys to enhance their learning. A range of external providers as well as support staff are involved in this provision.
- The school offers support to its most vulnerable families. The school provides its own food bank for them and also gives financial support for school trips and journeys so that no child misses out on these important events.
- The school has links with a number of local primary schools and it has been involved in projects with them, including building bird boxes and planting seeds to enhance the local area.
- The school supports local projects such as the 'For Jimmy' scheme and children are currently looking at safe havens in the local area as part of this work.
- The school has close links with the local Catholic church as well as with other places of worship.
- The school uses a local garden for forest school sessions and the park for some of its PE lessons.
- The school is actively engaged in inclusive sports and uses specialist staff to ensure children are participating in a variety of sports.
- The Friends' Group is a thriving group, which meets regularly to discuss school events, new developments and fundraising.
- The school welcomes work experience students from the secondary schools. Members of the community, including parents, support the school on a voluntary basis. Visitors from the community are welcomed to speak to children about their roles and how to keep safe.
- Children go out into the community to visit places such as the fire station and the police horse stables.
- The school's 'Eco Team' is involved in recycling in the local community, for example, by supporting local schemes to recycle Christmas cards at Sainsbury's and drinking cans at the local cafes.
- The school is outward looking and works on international projects as well as local ones. The school's work with UNICEF on the Rights' Respecting agenda enhances this work as does its work as an International School.





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- The school has close links with two local special schools and expertise is shared via outreach work.
- The school's International Week involves parents, families and the wider community.

### Areas for development:-

- To continue to engage with the local community and to further develop this work.
- To continue to develop partnerships with other schools to share good practice.
- To continue to work with outside specialist providers and specialists where appropriate.