



28<sup>th</sup> November 2019

Ms Shabana Khan  
Headteacher  
Vicarage Primary School  
Vicarage Lane  
East Ham  
London  
E6 6AD

## **Flagship Review Date: 18<sup>th</sup> November 2019**

### **Summary**

Vicarage Primary School is a four-form entry school catering for 980 children. The ethos of the school is very much one of inclusion ensuring all children follow the school motto: 'Be the best you can be.'

The website states: 'Our aim is for our children to enjoy their time at school, develop a love for learning, become responsible citizens and achieve their potential. We offer a rich creative curriculum with a clear emphasis on teaching the basic skills through exciting and engaging learning opportunities.'

As soon as you enter the school, there is a warm, open and purposeful atmosphere. This wonderful atmosphere permeates throughout the school.

During the IQM Review day, it was evident that the Head, the leaders and staff have created an exceptional environment where all children feel safe and happy. The school values of 'Excellence, Resilience and Respect' along with the school rules of: We are kind to each other, We try our best, We join in and share, We listen to each other, are the ingredients that make an aspirational, successful and welcoming school where children can thrive both academically and socially and emotionally.

During the learning walk, the corridors were carefully organised to promote learning. The displays on the wall were both inviting and informative reminding children of the importance of adhering to the school motto, the values and the rules. One simple but effective display read 'Don't Be a Bully, Be a Star.' Other displays within the classrooms exhibit children's learning as well as supporting their literacy and numeracy skills. Displays showed the high standard expected of everyone. High standards were also reflected in the children's workbooks. Individual 'Learning Journals' belonging to children with additional needs showed examples of work that reflected supported the achievement of their IEP targets.

Children's needs throughout the school are met with an expectation from the Head and leaders that high standards in the quality of education prevails throughout the school.

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#### **Award Offices**

#### **Inclusion Quality Mark Award**

Ling House  
173 Slieveboy Road  
Claudy  
BT47 4AS  
United Kingdom

#### **Contact**

**Tel. 028 7127 7857**  
**Fax. 028 7127 7856**  
[info@iqmaward.com](mailto:info@iqmaward.com)  
[www.iqmaward.com](http://www.iqmaward.com)

#### **Company Registration No.**

07748285  
Inclusion Quality Mark (U.K.) Ltd  
Company Registered Address:  
Grove House  
Lutyens Close  
Chineham  
Hampshire  
RG24 8AG

Quality first teaching is expected by all the teachers. Teachers are led within their phase by five experienced Assistant Heads individually appointed for Inclusion, EYFS, KS1, LKS2 and UKS2. Each class teacher meets termly with their KS Phase Leader for pupil progress meetings to ensure all children are being challenged effectively and are making progress. Rigorous evaluation of data during the discussions ensure that interventions are put in place to support the needs of the children so that they progress in their learning and have the tools to address the school motto 'Be the best you can be.' The motto applies to the staff as well as the children.

As a result of the effective structures and processes in place to monitor the progress, children achieve very well. In November 2019, the school received a letter from the Minister of State for Schools to congratulate them on their phonics screening check results being well above the national average. Equally, the end of Year 6 results in 2019 were well above the national average. This is a testament of the school's vision to achieve 'Excellence' in learning, 'Resilience' to learn and 'Respect' for each other and the wider community as well as being aspirational for all the children whatever their starting point.

Not only are the structures and processes in place to monitor learning but the curriculum has been well thought out to meet the needs of the children addressing cultural capital. The curriculum intent aims to 'provide' the 'children with an engaging, exciting and empowering curriculum that equips them for life in modern day Britain.' To this end the curriculum has been planned for all children to learn under the whole school framework of relevant themes suited and adapted to meet the needs of each year group. 'Living History', 'Growth', 'The World of Work', 'London and Beyond' are the key themes. Within the termly themes, the curriculum is sequenced according to the children's prior learning and to develop their knowledge, skills and understanding as well as their skills to become 'creative and critical thinkers'. The aim is that all children 'leave Vicarage with confidence to become lifelong learners who are able to manage their own well-being in our culturally diverse community.' Within the curriculum, P4C as well as PHSE is taught along with British Values. Literacy and Numeracy skills are developed through the themes but also through structured lessons so that children develop core skills in reading, writing, SPaG and maths. This is a key focus in all year groups. Programmes such as 'Read Write Inc', 'Fresh Start' and 'Maths - No Problem!' are incorporated into the teaching.

The school employ an Art, Music and PE Specialist in order to deepen the children's knowledge, skills and understanding in these key areas as well as their love for the subjects. Through the teacher's specialism, opportunities are created for the children to develop their individual passion in each area. The curriculum areas are carefully planned out and interweave the termly themes.

Specific interventions are provided for those children with additional needs. There are 60 children within the school who are classified with SEND and needing additional support. At least 20 packages are in place to meet the needs of those identified with SEND. As the SEND update Autumn 2019-2020 states 'SEND provision is personalised and extensive.' During the visit, interventions both within the classroom and outside the classroom were observed. The 'Bucket Session' for children with ASD was carefully planned out to meet the needs of the children and included sensory learning through a

range of resources which included singing, constructing a musical instrument, construction and number work as well as listening and thinking skills, teamwork and collaboration. The children were fully engaged in the activities and motivated to learn. In another intervention a group of children with a variety of needs (including autism and ADHD, dyspraxia, EAL) were working very well together under the guidance of the Dyslexia Specialist (who is undertaking a further level 7 qualification in her own time) and the TA. The children were writing a story following the Fresh Start intervention. The Dyslexia Specialist was extremely skilful in differentiating the resources for the diverse needs of the group. The standard expected from both groups certainly promoted the school motto 'Be the best you can be.' Both groups were encouraged to think and develop independence in their learning.

1:1 support was observed in 'break out areas.' The learning taking place supported the individual child to access the learning in the classroom. TAs carrying out 1:1 support liaise with the class teacher. Time is built into the school day to ensure professional dialogue regarding progress of every child takes place between TAs and teachers. CPD for both teachers and TAs are held in high regard to ensure staff are supported in their own learning journey so that they hold the values of 'excellence, resilience, and respect' to drive their ambition for the children.

The school continues to develop their own expertise through their relationship with external agencies to ensure positive outcomes for all children. The external agencies include: Language, Communication and Interaction Service, Speech and Language therapists, Educational Psychologist, Complex Needs and Dyslexia Service. In addition to the services, the school also works with 'HeadStart' who run the 'BounceBack' programme in school. It consists of a group of Year 5 children learning about ten key areas of well-being through discussion and a fun booklet. The children will then become 'BounceBack Champions' to support other children's well-being. The programme was observed during the visit. The children were fully engaged in the discussion as well as motivated to fill in their booklet. They were encouraged to reflect on their answers and through careful questioning by the adults, they extended their thinking to develop their responses. The school's Learning Mentor was supporting the session. He was very knowledgeable and spoke about his role in supporting the children to develop the value of 'Resilience' in challenging situations. He worked 1:1 with children who needed more support with their positive choices regarding behaviour as well as with groups of children.

The children with specific medical needs are very well cared for. Currently, there are 143 children on the medical register. Medical conditions range from allergies, complex medical conditions to medication.' The Dyslexia Specialist also manages the children with medical conditions. Her well organised structures and processes means that medicines are checked termly and monitored through a colour coding system to ensure medicines are in date. Care Plans are also managed, evaluated and updated. The school nurse and dietician work closely with the school as well as hospitals involved with any child to ensure professionals work closely together to promote safe and inclusive practice. In addition, children with Care Plans have Near Field Communication (NFC) medical wristbands. The wristbands store medical information. This means that in an emergency the first person responding can use their mobile device to access medical

data within vital seconds. All parents received a letter in the spring term to seek their approval for their child to wear a wristband.

The Family Support Worker (FSW) supports families in challenging circumstances to develop strategies to create a home environment to meet the needs of the children away from school. She works closely with the Early Help and Attendance/Deputy Safeguarding Lead to ensure attendance is followed up and home visits are made to ensure children are safe and attend school. She stated that 'children are even picked up and brought into school if it means they will arrive.'

The FSW signposts parents to external agencies for additional support such as the Triple P Parenting Programme, Early Start that provides a range of services for families including parenting, nutrition, oral hygiene as well as teaching the benefits of being physically active.

Through her role, she has also successfully built up a strong PTA of eight parents and a band of volunteers who organise 'Bake Sales, Books Sales, Valentine sales, Spring Cake sales, Summer Fete as well as a Winter Fair.' The PTA have raised funds for the school including children friendly road signs that were suggested by the School Council to prevent adults parking dangerously outside the school. In addition to this, they have also bought each child within the school a present of a book to encourage reading at home.

Other initiatives within the school is funded by the 'National School Breakfast Programme' whereby all families can enjoy bagels each morning in the playground. This has had an impact on bringing the community together as well as ensuring that all children are not hungry and are ready to learn.

Trips for the children are in abundance:

- Year 6 residential trip to Barcelona
- Residential trip to Fairplay House
- London Museums
- The Royal Academy of Art
- Swimming
- Horse riding
- Maldon Taxi Trip to Maldon Park
- Trips to explore the world of work
- Scholars' Programme including visits to top universities.

The children have also exhibited their artwork in the University of East London.

When speaking to the children during the visit, they all stated that they loved coming to school. In their own words they stated: "I love to learn", "The teachers use different strategies to help you learn different topics in Maths", "They help you in Guided Reading and support you to read better" and "I love the topic work. We have learnt about 'The Great Fire of London' and made a great display."

When questioned about the values of the school, the children could name the values and what they meant. They felt that teachers really helped them to learn and to live by the values.

Presently, the parents were equally as happy. One parent felt that her child had improved her learning since her speech and language needs had been addressed from Year 3. The other parents could not speak highly enough of the work of the school and the difference in their children's progress since the school had identified a specific area of need. They felt that the school had been so supportive in putting in place interventions to suit their child's individual needs. One parent said their son is a 'changed person'. Another parent stated that they can play word games and do reading at home. They stated that the teachers discuss their child's progress through regular meetings to ensure that they are kept informed. They also work with the school to support their child at home to reinforce the learning at school.

Vicarage Primary School is a joy to visit. The Head inspires the staff to be aspirational for themselves and to take initiative. The leaders and staff are committed to the ethos of the school with ambition for themselves and the children. This ensures inclusivity and positive outcomes for all.

It was humbling to be part of Vicarage Primary School for the day. There is a true sense of passion and purpose amongst the leaders and staff. With enormous dedication, they have created a safe environment where children can thrive and flourish both socially, emotionally and academically whilst learning essential life skills in an all-inclusive environment.

Vicarage School are a valued and committed member of the IQM Shell Cluster Group. I recommend that the school retains its Inclusion Quality Mark Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor: Anne Spencer**

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



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



## Review of Actions taken during 2018-2019

- The school have developed a provision to support children with SEMH including the HeadStart Programme with delivery support from the school's Learning Mentor. The children will become champions and spread awareness across the school for other children to develop resilience beginning their mission with an assembly for the children to learn about skills they can develop.
- Medical procedures have been evaluated and updated. CPD has been carried out for staff regarding serious medical conditions. A database and register have been completed. Wristbands have been trialled with parental permission.
- Speech and Language Provision has been increased with the school buying in additional Speech and Language therapy. CPD to upskill staff has taken place. Children are appropriately assessed and assigned to groups to address speech and language needs. Assisted technology has been introduced to support the learning of children with physical disabilities
- All EHCPs, IEPs, Support Plans are SMART. Reading, Writing, Maths and Life Skills are tracked and monitored. They are evidenced in the children's Learning Journals. The SEN toolkit in Classroom Monitor is used to assess the progress of the children and consequently the impact of all interventions on attainment. Support staff monitor and track all interventions half termly on a proforma to record the progress from their starting points and to record any barriers to learning. This information is shared with class teachers.

## Actions planned for 2019-2020

- To continue to research SEND by empowering TAs to develop expertise in an area of SEND.
- To implement a TA staff appraisal target regarding research in a specific area of SEND. TAs to share expertise during weekly TA SEND Phase Meetings.
- To give staff the opportunity to observe best practice in other settings in order to develop their expertise.
- To continue to develop excellent structures and processes to meet the needs of all children with a medical condition including developing the online digital system and the use of wristbands.
- To ensure CPD for staff meets the needs of children with medical conditions so that staff are confident to address any challenging situation.
- To ensure all staff follow the procedures so that all children and staff are kept safe.
- All appropriate staff are given and wear a keyring with all the information regarding SEND Children.



## IQM Flagship Review



- To continue to promote pre-learning and over learning across the school so that learning is sequenced for all children to make at least good progress and that all interventions are purposeful based upon the children's needs so that they develop their knowledge, skills and understanding.
- To continue to develop positive relationships with the parents through monthly coffee meetings that present a clear programme of events are targeted at empowering parents to support their children to develop positive emotional well-being as well as social and academic skills to support them in their life-long learning journey.

### **Actions to Consider From Discussion During the IQM Review**

- To continue to ensure that TAs are used purposefully to support the positive outcomes of all children.
- To research the 'Thrive Approach' to support the emotional and social development of all children so that they feel happy and secure, able to establish friendships as well as being ready to learn.
- To read and evaluate the EEF Guidance on Behaviour and the EEF Guidance regarding Social and Emotional well-being in Primary Schools.

**Assessor: Mrs Anne Spencer**

**Date of Review: 18<sup>th</sup> November 2019**