



## Assessor's Evaluation for the IQM Flagship Project



**School** Vicarage Primary School  
Vicarage Lane  
East Ham  
London  
E6 6AD

**Head/Principal** Ms Shabana Khan

**IQM Lead** Shelly-Ann Clunis

**Date of Review** 25<sup>th</sup> November 2022

**Assessor** Fiona Durnian

### **IQM Cluster Programme**

Cluster Group Drive To Thrive Cluster

Ambassador Kenny Frederick

Next Meeting 31st January 2023

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Autumn 2021</b>	<b>24<sup>th</sup> November 22</b>	<b>No</b>
<b>Spring 2022</b>	<b>9<sup>th</sup> March 2022</b>	<b>Yes</b>
<b>Autumn 2022</b>	<b>3<sup>rd</sup> November 2022</b>	<b>No</b>

### **The Impact of the Cluster Group**

Vicarage Primary is a proactive member of their Cluster Group and values the opportunity for collaboration with other inclusive schools.

- Vicarage attended a meeting which focused on sensory spaces and use as well as movement breaks across the school.
- Vicarage contributes valuable ideas to the Cluster Groups and has taken away ideas for their own setting. There were rich discussions as one meeting around the reading provision for children with SEND which links to their own Flagship School project.
- Vicarage have now changed to the Drive To Thrive Cluster Group and are looking forward to building new partnerships.



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Another example of the outward-facing approach at Vicarage Primary School, is the support given to over schools to help them to become Centres of Excellence. In addition, the Inclusion Leader has also organised visits for Teaching Assistants to observe inclusive practice at Vicarage and how to support pupils with ASC.

### **Evidence**

#### **Meetings with:**

- Assistant Headteacher for Inclusion and IQM Lead
- SEND Support Worker, SEND HLTA, Dyslexia Specialist and Medical Needs Leader
- Assistant Headteacher for EYFS (Early reading and RWI)
- Early Help and Attendance Lead / Deputy Safeguarding Lead
- Attendance and Admissions Officer

#### **Additional Activities**

- Learning Walk
- Report from Speech and Language Therapists



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## Evaluation of Annual Progress towards the Flagship Project

### Project Title: Catch-Up for Children with SEND

**Outline of Project:** Ensure children with SEND have the provision in place to make accelerated progress.

#### 1. SEND 1:1 National Tutoring Programme (NTP)

Children with SEND received 1:1 tutoring for reading and maths in the spring and summer terms. The focus was on children with a diagnosis but who are able to access the curriculum alongside their peers. These children do not typically have 1:1 support throughout the day. The tutors and Inclusion Leader reported that the 1:1 tutoring had a positive impact on outcomes for children as well as their behaviour and ability to attend to an activity. Some of the children will continue with booster sessions this year.

#### 2. Booster and Catch-Up Sessions

Highly skilled adults delivered catch-up sessions in phonics, English and maths. These daily sessions made a significant impact on the children who took part and enabled them to catch-up and keep-up with their peers.

#### 3. Supporting Early Reading

The Assistant Headteacher for EYFS and Early Reading explained that reading is at the heart of everything they do at Vicarage Primary School with the clear driver that they want every single child to be able to read. The approach to reading is completely inclusive and every child takes part.

All staff are trained to deliver the phonics and reading programme and are highly skilled at adapting the programme for the starting points of individual pupils. Staff know their children very well and closely assess their progress and identify the gaps in their learning. There are some children with very complex needs at the school. Staff are ambitious for these pupils and they are a part of the reading programme. They work with highly skilled adults who understand their needs and the importance of consistency and revisiting the learning regularly in order to embed it into the long-term memory.

Every half term the AHT for EYFS carries out assessments for phonics and reading. Children learn in groups which are flexible according to the progress that children make. High quality interventions are carefully targeted to children who need additional support to catch-up.

The approach to reading is highly successful and pupil outcomes are very strong. The Year 1 phonics screening results at Vicarage Primary School are consistently above 95% which is well above the national average. The AHT for EYFS believes that this is in part due to children starting the phonics programme and being immersed in a language rich environment from when they start in Nursery. She



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reported that last year 50% of the Nursery children could segment and blend by the end of the year despite entering Nursery from very low starting points.

Leaders and staff at Vicarage Primary School are proud of the partnerships they have with parents and this also applies to the reading provision. Parents are fully involved in supporting their children to learn how to read. Staff provide phonics and reading workshops so that parents can confidently support home reading. There is a whole-school approach to raising the importance of reading at home which starts as soon as children join the school in Nursery. The school even offers opportunities for parents to watch live lessons. Parents have shared positive feedback about the opportunities they are given and they feel empowered.

The EYFS Leader also spoke of the strong links that exist with the local children's centre. School staff work closely with the centre to identify children who need support before they start. Effective transition processes in place which mean that children have the best possible chance of success from the day they step into the school.

Outstanding CPD underpins the strength of the excellent reading provision. Staff receive training on how to teach reading, particularly to children with SEND. There are INSET days and weekly training sessions dedicated to reading. Leaders take a hand-on approach to developing practice by being in lessons targeting development through team teaching and observations. Leaders said that they continue this support until adults are confident and the practice is the highest quality.

#### 4. The Lexia Programme

Lexia was implemented to accelerate the literacy development of children. It is a software package which provides a personalised instruction and enables children to develop their skills independently. The Lexia programme supplements quality-first classroom teaching and children are also able to log into it from home. Children on the programme made progress in phonics and reading as well as showing increased motivations and engagement. A Lexia annual review webinar has taken place this academic year and targets agreed for the rest of the year.

#### Agreed Actions for the Next Steps in the Flagship Project:

##### **Project Title: Planning for SEND pupils and The Engagement Model.**

**Context:** Working with teachers and Teaching Assistants to plan for pupils who find it difficult to access the curriculum and those who struggle to engage at any level.

##### **Target 1: To continue cross-MAT collaboration to embed effective SEND assessment.**

The Inclusion Leader has led training sessions to outline how the system for SEND assessment works. All assessment information has been transferred from paper to an online system. This will make data analysis more efficient and enable teachers to track children's progress closely.



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Next steps identified by the Inclusion Leader:

- Continue collaborative partnership with MAT Inclusion Leads to develop best practice for SEND assessment.
- Disseminate best practice to class teachers and TAs across the school.
- Identify teachers who may need additional support and provide follow up training.
- Review the impact of SEND assessment and identify any next steps for the implementation process.
- Support staff and solve problems using a flexible leadership approach.

**Target 2: To implement a consistent approach to SEND planning across the school.**

- Develop a clear and logical plan of implementation.
- Create and share model planning documents for children with SEND.
- Deliver staff training on how to plan for children with SEND and how to use the engagement model.
- Identify teachers who may need additional support and provide follow up training.
- Review the impact of SEND planning and identify any next steps for the implementation process.
- Support staff and solve problems using a flexible leadership approach.
- Continuously acknowledge and disseminate good practice.

**Target 3: To increase participation of pupils with SEND in booster sessions and after school clubs.**

- Carry out an audit of the after-school club provision and boosters which are accessible to children with SEND.
- Identify children who would benefit from attending after school clubs and booster sessions.
- Encourage parents to sign up and share the adaptation in place to support children to access the clubs successfully.
- Target specific children and families to attend.



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- Share the vision and rationale for increasing participation with the team leading the clubs and work together to remove any barriers to participation.
- Review the provision and highlight successes and impact. Work with the team to solve any problems.

### Overview

Vicarage Primary School is a thriving four-form entry school nestled in the heart of Newham. There are 880 pupils and the number of pupils with special educational needs is above the national average. Children are from a wide range of heritages and a well-above average proportion of pupils speak English as an additional language. The number of children known to be eligible for free school meals is also above the national average. Upon arrival, it is instantly clear that this is an aspirational, friendly and happy school. The school motto 'Be the best you can be' is a golden thread which runs through everything alongside three core values: Excellence, Resilience and Respect. Leaders and staff at Vicarage have carefully chosen these core values as they are ambitious for their pupils. By the time they leave Vicarage, they want pupils to:

- Aspire for **Excellence**, so they can achieve their potential.
- Develop independence, confidence, **Resilience** and a love for learning which will continue throughout their lives.
- **Respect** for themselves and others, understanding there will be different viewpoints and beliefs but through mutual respect and tolerance become responsible citizens and positive agents of change in their own and others' lives.

In March 2018, Vicarage Primary School formed The New Vision Trust with three other successful schools in Newham. The schools in the MAT are committed to working in partnership and learning from each other. They strive to give children the best chance of happiness and success at school and beyond through effective collaboration.

When meeting with the Headteacher, she was clear that their mission is for all children to leave Vicarage with excellent knowledge and life skills. All staff have a clear vision and very high expectation for the children and believe all children can achieve. They want the children to be good human beings who make a difference in the world. As a result, the staff have carefully designed a curriculum that is engaging, exciting and empowering which prepares all children for the next stage of their education as well as life in modern Britain.

The curriculum is thoughtfully designed to build on children's prior learning, develop their knowledge, understanding and skills through quality first teaching. The rich curriculum is supported but a vibrant and high-quality learning environment. The atmosphere is calm and purposeful with a real buzz for learning as you walk around the building.

All children are given fantastic opportunities to explore the rich experiences that London has to offer. Staff plan regular trips across Newham and the city to explore



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museums, parks, galleries, theatres and famous landmarks. There are also opportunities to attend residential trips both in the UK and abroad.

The school's commitment to celebrating cultural diversity is obvious as soon as you arrive. Special assemblies, visitors, lunches and trips provide additional opportunities to learn about the world and other cultures. There is a whole-school approach to developing the children's social, moral, cultural and spiritual understanding during their time at Vicarage.

The culture of inclusion also applies to the staff team. Leaders focus on the wellbeing of staff and have made it a school priority. Staff have received CPD from Kazzum about wellbeing and mental health and there is a wellbeing wall in the staffroom for everyone to access. Other initiatives include staff shout-outs, reiki, afternoon teas, a staff BBQ and Christmas lunch. The Head and DHT were proud that, despite working in an area of high deprivation which can bring many challenges, you can hear a lot of laughter as you walk around the building. People enjoy coming to work and supporting each other. There is a sense of belonging and togetherness.

Vicarage Primary School is a highly inclusive place where all children thrive. Children with SEND benefit from the rich curriculum that is on offer and the school has carefully designed spaces that enhance the SEND offer such as a soft play, sensory and calming room.

Leaders and staff are clearly very proud of their provision for pupils with SEND. There is an effective SEND Team which is expertly led by the AHT for Inclusion. The Inclusion Leader is ably supported by a specialist teacher for dyslexia who also oversees medical needs and interventions. Her passion for what she does is infectious! She delivers and organises a range of impactful interventions such as the Fresh Start Programme which is a catch-up literacy intervention for pupils at risk of falling behind their peers. It provides systematic and rigorous practice in phonics so that pupils are able to fully access the curriculum after the intervention.

There is a whole-school approach to the teaching and learning of pupils with SEND. All teachers and Teaching Assistants understand the important responsibility that they have. Pupils with SEND are fully included in the classroom and teachers adapt the curriculum and their pedagogy to ensure that children are successful. During our learning walk, it was clear that quality first teaching is a school priority. It is also evident that staff work closely together to a high standard as you cannot distinguish between teachers and support staff.

Leaders understand the importance of multi-agency partnerships in ensuring the best outcomes for children with SEND. The school works closely with the Educational Psychology and Behaviour Services and also employs a Speech and Language Therapist. The collaborative approach supports the planning and delivery of quality first teaching for all children.

Parents speak highly of the support that their children receive at the school. One parent spoke about the excellent progress that her child has made and how he has grown in confidence. She shared that he was initially very reluctant to try new things before but



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has benefited from the rich opportunities that the school provides such as visits to the farm, swimming, horse riding and sensory sessions. Another parent acknowledged the invaluable support she has received around toilet training. Parents agreed that staff are communicative, approachable and always willing to offer advice or adapt the provision to meet the needs of their children.

It is without question that Leaders and staff take their safeguarding duties very seriously at Vicarage. The Head, Inclusion Leader and Attendance and Admissions Officers form an effective Safeguarding Team that meets for a whole afternoon every fortnight. During this meeting, they discuss every child and family on the caseload and share information and expertise. The team values that the Head ensures that the first 20 minutes of the safeguarding meeting is supervision. Staff report they can speak freely and feel supported by the culture of trust and confidentiality.

Well-established safeguarding systems and processes are embedded which means the children are safe and cared for. Safeguarding software means that communication is clear and consistent. The team also works closely to ensure that the most appropriate member of the team attends different multi-agency meetings.

Staff receive regular safeguarding and child protection updates, including local risks such as domestic abuse and online safety. The DSL and DDSLs undertake child protection and safeguarding training at least every 2 years. In addition, staff update their knowledge and skills through a safeguarding network which the school buys into. Recent training includes child-on-child abuse and DA.

The Attendance and Admissions Officers are very clear that safeguarding and attendance are closely linked. There is a whole-school approach to attendance and the school value of excellence also applies to the high expectations that staff have about attendance. Leaders and staff work closely with parents to ensure that children attend school every day. They take a supportive approach with families and explore barriers to attendance for individual families. One member of staff explained that mornings can sometimes be tricky for some children with SEND so they adopt a flexible approach to remove these barriers if possible. This is another example of the personalised, inclusive approach that the school uses to ensure success for all. Other examples include a soft start to the morning and modified timetables. Staff explained that decisions are always made in partnership with parents and professionals with the interests of the child at the forefront.

As well as aiming to improve attendance for some children, good attendance is celebrated at Vicarage. The team sends a weekly email to Phase Leaders who share the good news with their classes. The class with the best attendance gets a reward. There are also other incentives such as certificates and prizes. The children are motivated by these celebrations and are keen to come to school every day.

Through close links with external agencies, the team are able to identify families who need support through parenting programmes such as Triple P and Stepping Stones. Parents value these programmes as it gives them a safe space to share their experiences and offer each other support. The team spoke about the positive impact they have on parents who have completed the courses.



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When concerns about a child's attendance arise, there are systems in place to address the concern. The team have focus groups to target for support and they work in partnership with the local community and children's centre.

The Attendance and Admissions Officers are fully integrated into the school day. They spend lunchtimes with the children and are at the gate at the start and end of the day. Spending time with the children and families enables them to explore what is happening for those whose attendance is not at the school expectation or who have difficulty getting to school on time. They highly value the strong relationships that they have developed and feel proud that parents feel they can come to speak to them if they have a problem or need support.

CPD at Vicarage is extensive and there is a strong commitment to high quality professional development which is delivered in-house and by external providers. This commitment to staff development ensures that all children benefit from excellent quality first teaching and support. Regular training linked to SEND and inclusion means that staff are continuously improving and developing their knowledge and the schools. This year staff have had the opportunity to attend training on attention autism, language enrichment, colourful semantics, zones of regulation and behaviour management. The Language and Communication Service also provides bespoke sessions and support.

I would like to thank the Inclusion Leader, specialist teacher for Dyslexia and all the staff for their very warm welcome and organising the day so well. The passion from the team shone through in every conversation about inclusion which meant the process was a delight.

The excellent leadership of the school ensures that all children thrive. Staff work tirelessly to meet the needs of all children and families even in the most challenging of circumstances. Vicarage Primary school is relentless in its pursuit of excellence for all and I am of the opinion that the school should continue to hold Flagship School Status and be 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: Fiona Durnian**

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

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