



6th July 2019

Ms Reema Reid
Headteacher
Hollydale Primary School
Hollydale Road
London
SE15 2AR

Assessment Date: 25th June 2019

Summary

Inclusion at Hollydale Primary School is driven by the resolute aim of the Headteacher to “make the school truly inclusive and a place of equality”. The school is based in Southwark, South London and has high percentages of mobility and children with English as an additional language. In February 2018 the school was judged as “Good” by Ofsted.

The school has developed highly effective partnerships with other agencies including the Speech and Language Therapist and Educational Psychologist, who are viewed as part of the team and work collaboratively to support staff and families, as well as providing whole school CPD. Staff feel empowered to challenge themselves and model resilience through taking on additional responsibilities or learning new skills which may be out of their comfort zone. As one Teaching Assistant expressed, the Head “does not allow me to stay at the same level.”

Good relationships with local secondary schools and specialist provisions have been established, ensuring that all children are fully supported to access learning and overcome barriers, including at key transition points. Staff are prepared to go the extra mile to support parents in obtaining the best provision for their child.

The school operates an “open door” policy to parents and staff are empathetic to any concerns and worries, being readily available to offer support. The Family Support Worker has a clear picture of the local social issues facing the community and has a wealth of knowledge to support the needs of parents. She liaises with a range of agencies including housing and health, to provide a variety of workshops to support targeted families, such as ESOL and Healthy Snacks. Parental engagement is high at community events such as Father’s Day Breakfast and assemblies. Case studies evidenced the impact of the work of the FSW, who has successfully liaised with housing agencies to significantly improve the attendance of specific children. The school has also accurately identified that there was low attendance by families with EAL and has responded with targeted coffee mornings and letters delivered in the mother tongue of these minority groups, such as Spanish, resulting in engagement of these hard to reach families.

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
www.iqmaward.com

Company Registration No.
07748285

Company Registered Address:
Inclusion Quality Mark (UK) Ltd
Grove House Lutyens Close
Chineham
Basingstoke
Hampshire
RG24 8AG

At Hollydale there is a sense of calmness and children are polite and well behaved. There is clear consideration of the triggers for challenging behaviour and the understanding, care and nurturing provided by the school, ensures that children at risk of exclusion are able to be successful at Hollydale and leave with the skills and knowledge required for the next stage in their lives. Children respond well to the Class Dojo system which rewards positive behaviour and is linked to the school values. The children know what is expected of them and enjoy the responsibilities they hold such as Head boy/girl, School Council and Eco Council.

The school's environment showcases the children's achievements, through rich displays of children's writing and artwork. In addition, whole school art projects supported by local artists enhance the Library space and promote reading through character sculptures, and the fabric banners in the hall reinforce the school's values. The displays highlight the varied and broad curriculum offer, providing an extensive range of memorable experiences and opportunities with all children being involved in music and the arts. The children enthuse about topics such as Health and Recycling, enjoying the many practical and cross curricular lessons. Each class displays purposeful Working Walls for maths and English which reinforce the learning. Planning is differentiated and books show consistent practices, scaffolding and challenge throughout. The school motto on the front of the books reminds children to be aspirational and always try their best.

The equality of access to enrichment clubs provides additional opportunities for children to engage in the wider curriculum, taking part in a range of activities such as music tuition, sport, cooking and Debate Mate. Children are given many opportunities to engage with the community, including attending a Food bank as part of the Harvest Celebrations, the choir singing at the Tower of London and litter picking on the Thames.

Governors are skilled, proactive and highly committed to the school. They understand their role, know the school and community well and ask challenging questions. They are forward thinking and have a clear strategy for the direction of the school to be the school of choice in the area. They are proud of the inclusion at Hollydale and believe it is at the core of everything the school does.

The Inclusion Co-ordinator at Hollydale is clearly knowledgeable of the wide range of additional needs across the school and the support in place to ensure the best outcomes for all pupils, both emotionally and academically. She is proud to share the impact of the support for individual children, including that for children who are at risk of exclusion. She analyses incidents of behaviour and reports to governors termly. She benefits from the clear direction and support given by the Headteacher, who is able to share her own experience in the role.

Parents at Hollydale could not speak highly enough of the school. They describe the school as "a community and everybody is a part of it" and that the school "lets children represent themselves in that community". Parents feel communication is good and they are listened to. They enjoy engaging with the regular school Twitter feed and feel the school are flexible in their approach to communication. They feel that all staff know their children well and treat them in the same way irrespective of differences.

Children enjoy their learning and have a wealth of experiences and opportunities at Hollydale that they might otherwise not receive. As one child said, “teachers are really encouraging and lessons are fun!”

Having reviewed the range of work the school has undertaken for inclusion and discussed the school’s plans for future developments, I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years’ time.

Assessor: Kim Wilmer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of data:-

- Headteacher.
- Governors.
- Inclusion Co-ordinator.
- Deputy Headteacher and Middle Leaders.
- TAs/LSAs.
- School Council, Eco Council, Children.
- Parents.
- A learning walk through the school with the Inclusion Co-ordinator.
- Observations of targeted interventions including a Language Lab intervention, a 1:1 STEP programme and a SEND PE session.
- Scrutiny of relevant paperwork as evidence supporting IQM, as well as policies, plans and data available on the school website.



Element 1 – The Inclusion Values and Practice of the School

Strengths:-

- The school’s inclusive ethos is underpinned by the motto of “Be the best you can be”, and the four values of “Respect, Responsibility, Relationships and Resilience”.
- All stakeholders embrace the vision of the school and articulate what the values mean to them and how they can be seen in action.
- There is a warm and inclusive atmosphere in the school where everyone is welcomed and feels part of the team.
- There are high expectations for all children alongside a shared understanding of the impact of external influences. The Family Support Worker described inclusion at Hollydale as “nobody getting left out” and that some children just “have more barriers standing in their way”.
- The team work together creatively to overcome any barriers, whether these are social or learning needs. The Inclusion Lead has developed effective systems for early identification of need, focused planning, and assessment and tracking of all vulnerable children.
- The Headteacher leads by example, modelling a hands-on approach to finding solutions to challenging behaviour and understanding individual needs and circumstances.
- Governors demonstrate commitment to the strategic vision for the school and hold the school to account for inclusion through termly meetings with the Inclusion Co-ordinator, robust questioning and looking at data broken down by groups.
- Governors know that the values at Hollydale are well understood by all and see them as part of everyday school life. Governors have a positive relationship with the school, where there is a sense of real openness and transparency.
- The children have a good understanding of the vision and values of the school and are able to explain how they are seen in action. For example, one child described “relationships” as “our pupils know how to forgive and forget”. They also described the school song which encourages them to look up and be resilient.
- Achievement is celebrated weekly in assemblies with a focus on different areas including the four values.
- Parents are clear that all children are treated the same at Hollydale irrespective of differing needs, backgrounds or cultures.

Areas for development:-

- Further raise the profile of inclusion across the whole school community, by supporting a range of awareness weeks and days that respect differences.



Element 2 – The Learning Environment, Resources and ICT

Strengths:-

- The environment is calm, structured and uncluttered.
- High quality displays enhance the learning environment and showcase children's work. Examples of high-quality writing are displayed from all age groups and across the curriculum.
- Working Walls are used consistently across the school to support maths and English with key knowledge and vocabulary.
- Some classes have undertaken an Environmental audit with the Speech and Language therapist using the Communication Toolkit as a solution focused approach to generate ideas on how the environment can be enhanced and be communication friendly. For example, a teacher has now moved her visual timetable of the day to be more accessible to the children, which is consequently better supporting children's needs.
- The Library is a vibrant and inviting space, enhanced by creative displays to encourage a love of reading. Children are able to borrow books from the library and there is a good range of both fiction and non-fiction.
- The school is taking part in a physical literacy project called STEP which uses an IT program to develop daily physical tasks which build on core strength, and fine and gross motor skills. Research has shown the impact of the program to be significant on children's attention and focus in class.
- ICT is taught cross curricular promoting digital literacy across all subjects.
- Home learning and whole school themed projects are celebrated and valued through displays around the school. The children engage well with these topics through their practical and creative implementation.
- Some SEND children use "communicate in print", a tool that supports the consistency of visual resources used by LSAs working with more complex needs.
- Multi-sensory resources and manipulatives are used across the curriculum, from artefacts in topic lessons to maths resources.
- Books showed clear differentiation and resources are used appropriately for challenge in the White Rose Maths Scheme to streaming for phonics.
- The organisation of lunchtime games has been carefully considered and planned so that all children are included and are making the most of their time outside to develop important social skills. By using minimal resources in a planned and structured way, they have successfully reduced episodes of poor behaviour during lunchtime.

Areas for development:-

- To ensure that all staff are consistently using an agreed common language and resources for SEND children but also to the benefit of all children.



Element 3 – Learner Attitudes, Values and Personal Development

Strengths:-

- Children behave well around the school, in classrooms and at lunchtime. They are polite, happy and caring towards each other.
- The whole school systems for behaviour management are effective. Class Dojo is understood by the children and they are clear about the links made with the school values.
- Positive lunchtime behaviour is encouraged through the range of team and individual games on offer, as well as calm activities such as crafts.
- The four values of respect, relationships, responsibility and resilience are well understood by the children and embedded throughout the school.
- The Head Boy and Head Girl are able to articulate the strengths and procedures of the school, as well as their own likes/dislikes and personal aspirations.
- The School Council and Eco Committee display a good understanding of the issues around climate change and the recent project on plastic use has had a wider impact on their attitudes towards the environment outside of school.
- The values underpin the curriculum offer and the RE and PSHCE curriculum ensures that British Values and respect of differences is given a high priority. PSHCE is taught using the Jigsaw scheme from Year 1 to Year 6, which takes a mindful approach to managing feelings, relationships and change.
- Staff share a good knowledge and understanding of all children in the school and children know who to talk to if they have a worry.
- Transition is supported year on year so that children are fully supported and their needs are clearly understood. High personal aspirations are fostered through work with a local secondary school, where Year 13 pupils taught Year 6 children and shared aspirations for going on to further study at A Level and University.
- The school has a culture of learning from mistakes and children know how to improve their work. Examples were seen of children using purple pens for edits and improvements, responding to marking and challenges. Children respond positively to challenges. One child said, “I like challenges in maths because they push me to be my best.”
- Children are engaged in best examples of teaching. For example, during Health Week the children used their senses to taste and smell food, before finding out about healthy options and portion sizes.
- The whole school projects such as Ocean Day encourages families to work together and the children are proud of their work being displayed in the school.



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Areas for development:-

- To further develop pupil voice to articulate the strengths, priorities and consistent practices of the school, as well as personal targets/next steps.



Element 4 – Learner Progress and Impact on Learning

Strengths-

- Hollydale has robust systems in place for assessment and tracking of all groups including those vulnerable groups specific to the school of SEND, EAL, disadvantaged and mobile children.
- The school assessments are tracked three times per year to allow greater emphasis on the foundation subjects in addition to maths and English.
- Children achieve broadly in line with National across all Key Stages and the school are now working on closing the gap for those achieving Greater Depth in Maths following the recent Ofsted inspection in 2018. The “White Rose” scheme is being used to ensure opportunities for greater challenge within lessons. Bronze, silver and gold activities can be chosen by pupils based on their confidence.
- The Inclusion Co-ordinator tracks the progress and attainment of SEND across the school and writes termly reports to governors. Class provision maps are used to track interventions across the school and the impact on outcomes.
- Different learning needs are planned for and there is clear differentiation evidenced in books.
- The school promotes creativity of pedagogy and collaborative and inquiry-based learning is encouraged. Teachers and TAs share best practice through curriculum-based staff meetings and INSETs, such as Speech and Language training on effective questioning.
- Children are set next steps through marking which informs children’s personal targets in the core subjects. Children self-assess against the success criteria and respond to marking, editing their own work with purple pens.
- The EYFS Profiles showcase the creative learning and opportunities for experiencing the wider world, such as visiting the local shop to enhance the learning experience.
- There is a wide range of interventions in place to support all children to access the curriculum as well as support wellbeing and social skills. These include Lego Therapy, Dog Therapy, STEPS, Literacy Lab, SEND PE and year group specific interventions.

Areas for development:-

- To ensure consistency in setting and assessing targets.
- To further develop “mastery” across the curriculum to stretch all pupils.



Element 5 – Learning and Teaching (Monitoring)

Strengths:-

- Relevant, SMART targets are set for all teachers and TAs/LSAs which have a direct impact on teaching and learning.
- Middle leaders can articulate school and subject specific priorities and next steps clearly.
- Monitoring of teaching and learning includes environmental checks, book looks and lesson observations. The PE subject lead has improved provision for SEND children following monitoring and pupil feedback. Sports funding has been effectively used to provide expertise in coaching and other staff have been upskilled as a result.
- Monitoring of PSHCE and RE by the subject lead has shown clear differentiation, planned practical activities and trips as well as consideration for differentiation in selection of resources.
- Books show consistency of practice with learning intentions and expectations made apparent through the WALT and WILF. Written and oral feedback given supports further learning and children engage with this process.
- There is clear awareness of, and provision for, individual needs ranging from adaptations to planning or resources to pastoral plans and risk assessments.
- Communication friendly classrooms have been developed supported by the Speech and Language Therapist and effective questioning, peer discussions and collaborative learning are encouraged.
- Reports to parents are shared three times per year and progress discussed with parents at consultation evenings.

Areas for development:-

- To continue to offer CPD (internal and external) so that teaching approaches to all subjects are up-to-date and effectively support learning.
- To bring in more ideas of mastery and meta-cognition across the curriculum to stretch all pupils and create independent, resilient learners.
- To further implement evidence-based interventions to support specific needs.



Element 6 – Parents Carers and Guardians

Strengths:-

- There is a welcoming atmosphere in the school and a real sense of openness.
- The Headteacher is unwavering in her drive to get the best outcomes for all children and demonstrates empathy towards the parents/carers.
- Parents are pleased with the communication between home and school. They explained that all staff are flexible when communicating with them whether that is a face to face meeting, a phone call or an email. They appreciate the school Twitter feed which keeps them updated on activities happening throughout the week.
- Parent Workshops are offered covering a wide range of subjects including ESOL, computing and cooking.
- Parents are offered many opportunities to attend school events and be involved in their child's education, including coffee mornings, male appreciation breakfasts, exhibitions of work, "reading together" sessions and "wow moment" certificates for EYFS parents to complete.
- Parents speak highly of having the opportunity to come into school regularly to read with their child. One parent described her child's engagement with learning about fairy tales, where the class were taken to the shops to buy porridge and were then able to make it and taste it.
- Parents talk about the school as a "family school" that their children "run to".
- There is an active PTA who support the many community events on offer and are fully involved in school life, giving their input on parent views.
- The Family Support Worker has a clear understanding of the local issues which impact on families. She is proactive at seeking the best support for families such as through Food Banks or liaising with the Housing team.
- The Family Support Worker has worked with families to improve attendance and has adapted letters to the native tongue when EAL has been a barrier to communication.
- External agencies support the liaison with parents of children with specific needs. The Speech and Language therapist attends coffee mornings and has run parent sessions with a specific focus on communication at home for KS2.
- The Literacy Lab send home materials for parents to support with reading at home, through initiatives such as book marks to engage a child in comprehension and a summer reading project to ensure gaps in learning do not widen during summer break. The Literacy Lab tutors are also available to speak to parents on the playground before school starts.



IQM Assessment Report



Areas for development:-

- Further increase the engagement of parents in workshops and events linked to learning.



Element 7 – Governing Body and Management

Strengths-

- There is a wide range of skills and expertise across the governing board. Members are proactive, have good attendance and can challenge and support effectively.
- They are committed to the vision of the school and can articulate the inclusive ethos of the school.
- Governors have a clear understanding of the school context, identifying the priorities for the school for further improvement, as well as the social barriers the school faces.
- They are forward thinking and ambitious for Hollydale to become the school of choice in the area.
- The SEND Link Governor has held the Inclusion Co-ordinator to account, through termly meetings, presentations, visits to school and data sharing.
- They can give examples of where they have seen improvement over time, including specific examples of improved attention and listening as a result of a child's SEMH needs being met.
- Governors make regular visits to the school in connection with their roles and responsibilities. This includes the Chair who visits fortnightly and linked governors who visit subject leaders to gather evidence.
- External validation of the school's work is evidenced in notes of visits from the Local Authority School Improvement Partner and EYFS specialist.
- There are links with other schools in the area and the Assistant Headteacher is a LA moderator. The Early Years lead has organised cross school moderation and attends network briefings.
- There are strong links with the local secondary schools, with older pupils attending Hollydale on work experience, as well as to tutor or mentor the younger children.

Areas for development:-

- To develop the role of the new SEND Link Governor.



Element 8 – The School in the Community

Strengths:-

- The school has fostered many links with the local community to enhance the curriculum offer, support learning and provide experiences the children may not otherwise receive.
- The link with the local library ensures that all children visit regularly.
- Links with local secondary schools provide opportunities for the children to access specialist equipment and resources such as swimming and sports day, as well as support for learning through the peer tutoring/mentoring programme.
- The school's link with the London PE & School Sports Network has provided specialist coaches to ensure PE is fully inclusive. The 6-week programme of PE for SEND pupils has provided high quality CPD for staff as well as being a fun learning experience for children.
- SEND children are also given the opportunity to take part in specialist competitions and events such as bowling, sailing and multi skills.
- The high quality art around the school has been enhanced by links with local artists and participation in local events such as the Nunhead Art Trail, where the children's art work is displayed on the perimeter fence of the school so that it can be enjoyed by the local community.
- Local volunteers and charities such as Beanstalk and Pets for Therapy are used to increase engagement with reading and Action Tutoring provides 1:1 tuition for targeted children in Year 6.
- Local organisations regularly visit the school, such as the Fire Brigade, Police Department and Nursing.
- The choir has performed at the local retirement home as well as at Southwark Council Head Office.
- The School Council and Eco Committee were inspired by their trip on a boat made from plastic bottles on the Thames as part of their environment topic.
- Local businesses are happy to support the school and Greggs Bakery provides donations for breakfast club.
- Hollydale has a Twitter account so that the school events can be easily shared with the local community.

Areas for development:-

- Build on the work with local secondary schools to develop role models and high aspirations.
- Continue to develop links with local businesses.