



Inclusion Quality Mark (UK) Ltd

10th August 2016

Ms Louise Salewski
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50 Palace Road
London SW2 3NJ

Date of Assessment: 18th July 2016

Summary

From the moment I arrived at Streatham Wells Primary School as their Inclusion Quality Mark assessor I felt completely at home, and I feel that the parents and children who are part of the school community must feel exactly the same way. The friendliness of the initial welcome; the informal first-name basis for everyone; the cheerful and relaxed staff members; the open-plan school building; and the comfort and functionality focussed attitude to school clothing – it was all very reminiscent of the best of the creative and child-centred education system of the early 1970s, tempered by the best of the 21st Century challenge to succeed.

Streatham Wells Primary School is a one-form entry school situated within the London Borough of Lambeth, historically a socially mixed area where some families experience challenges. The school is eligible to receive additional ‘pupil premium’ funding for about thirty-five percent of pupils who are considered to be vulnerable to underachievement and many pupils begin their education at this school with skill levels below, or well below those expected for their age. Overall the proportion of children at Streatham Wells who have disabilities or identified special educational needs is approximately twice the level of the national average.

Nevertheless, the school is proud to be able to say that in 2015 the ‘value added’ at the end of Key Stage 2 for *all* Streatham Wells children, was broadly average or above in all subjects and that the proportion of Key Stage 2 making or exceeding expected progress in reading, writing and maths, was close to or above national figures. In addition, the proportion of pupils in Year1 who met the expected standard for phonics, and the proportion of children in the early years’ foundation stage who made and achieved a good level of development, were both above the national figure.

Streatham Wells Primary School has celebrity ex-pupils and one feels that each and every one of the children who attend the school every day are expected to make their full potential in the same way, from energy-packed young people diligently helping the school gardener (“It’s giving them a vocation. It’s an avenue that anyone might choose to go down”) to talented academics who next year will be able to take advantage of additional pre-school classes.

One member of the governing body described Streatham Wells Primary School as being “a village school in one of the most densely populated areas of London”, and that’s certainly how it feels when the SENDCo tells you that a particular intervention has evolved so that there’s ‘a chance to get happiness back into a child’s life’. Senior leaders, governors and staff members are proud to be able to say that their school is often able to offer opportunities where other schools cannot: “It’s so hard for the child, and the parent, to feel rejected. Our ethos is that we will accept young people, whatever needs they have.”

It will be a long time before I forget those relieved parents who found Streatham Wells after their children had been rejected by other schools, and who spoke so emotionally about life-changing inclusive school experiences that they and their children have come to expect as the norm at this school. I will probably never forget one inspiring child who told me about her friend who ‘moved here in Year 5’. Before that they ‘had no friends because of dyslexia’, but now this child is ‘one of our family here’.

As an IQM assessor I am grateful to everyone who came to speak to me during my visit, and especially to Bob the SENDCo, who completed all of the self-audit paperwork, coordinated my visit and chaperoned me so so thoughtfully. I wish I could include a comment about every area observed and every intervention discussed. I can’t but I hope that the children, parents and professionals I met at Streatham Wells will know that my meetings with each of them helped me to form a very clear and positive picture of their school.

There are no areas requiring development before the Inclusion Quality Mark can be awarded again, however within the body of this report some simple suggestions have been made for one or two interesting resources that the school might like to consider. I am of the opinion that Streatham Wells Primary School very well meets the standard required by the Inclusion Quality Mark and that it should be awarded the Mark again and re-assessed in three years’ time.

Assessor: Sue Rush

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 Practices of the School

Strengths:-

- Streatham Wells Primary School is a delightfully inclusive school. As a visitor, the IQM assessor was warmly welcomed by the SENCo, introducing himself as 'Bob', and soon she realised that every staff member, pupil and parent is known by their first name – a wonderfully relaxed and equality-based concept that the children and parents appreciate.
- The school is developing a new 'vision statement' through workshops for staff members, parents, governors, volunteers and children. Seen on one of the workshop working boards: "No doors – No barriers – Speed your wings!"
- Children are proud to be Streatham Wells pupils and are keen to speak inspirationally about how the school has benefited them and their friends. One child wanted to talk about how her modest friend, who would not speak for herself, had won a special scholarship, and others wanted to talk about what they enjoy at school and about their aspirations: "I like this school because it has lots of fun activities. I go to Computer Club and we make animations and games. When I grow up I want to make video games ... This school includes *everyone*, whether you have a mental problem or if you have a different religion. If anyone falls down, we *all* pick them up. I would like to be a Doctor of Chemistry ... I like this school. It gets me to learn more things that I didn't know ... I have lots of different aspirations for when I grow up, and all have something to do with computers ... I like it because it doesn't have special jumpers and you can be unique. Our teachers are the same in school as they are out of school. We call them by their first names ... I like this school. It teaches you to make your own decisions."
- Parents who came to meet the IQM assessor were all absolutely thrilled that their child has a place at this school. Families with differences in culture, belief and faiths are very much welcomed at Streatham Wells Primary School and parents from one faith were pleased to be able to tell the IQM assessor that their child has friends from other faith groups, or from none at all.

Suggestions for Development:-

In terms of inclusion values and practice the school already has development planning in place regarding the further development provision for pupils with Moderate Learning Difficulties and complex needs, a review of the current SEN staged intervention process, and the continuation of existing links with local primary and secondary schools to help develop good to outstanding practice. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded and there are no additional suggestions for future development.

Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The Streatham Wells Primary School building is essentially of classic 'open plan' 1970s construction, with large windows and light and airy classrooms linked by corridors but not enclosed by doors. Even so the building is sound absorbent and remarkably quiet. An additional building, originally a Children's Centre, now houses the office of the special educational needs department and in addition provides the perfect venue for interventions and before school and after school provisions.
- As far as can be seen the Streatham Wells school building is compliant with disability and equality legislation. There are accessible toilets and wheelchair friendly areas. Many classrooms have doors that open directly onto play or outside education areas.
- Both indoors and outdoors the school is well kept, neat and tidy. Children are involved in gardening and on the day of the IQM assessment some were very visibly enjoying the opportunity to responsibly water plants with a hosepipe. No-one was worrying about mud or wet clothes and it is likely that these young people were learning a variety of valuable lessons in a child-centred and non-academic way.
- There are lots of green and shady outdoor spaces and the EYFS has a well laid out free-flow enclosed space that includes a boat and a willow arch.
- Almost uniquely in the 21st century education system this school has no formal uniform. This IQM assessment took place on the hottest day of the year, and it was a delight to see many of the children so comfortable in their multi-coloured tee-shirts, shorts and sandals or light summer dresses.
- Every classroom has computers and interactive whiteboards. In addition, there are laptop trolleys stocked with enough hardware for a whole class, also nine iPads, soon to increase to fifteen.
- The senior leadership team and governing body are very clear that they believe it is the calibre of their staff body that makes their school what it is: "The staff are your most important resource, and we're really lucky that we have such a committed group of people."

Suggestions for Development:-

In terms of the learning environment, resources and ICT, future plans include the purchase of more iPads and the building of links with local secondary schools, to include visits to their IT suites, and then for pupils in Years 7 to 9 to visit Streatham Wells as Computing Leaders who will help to run the Computing Club. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded, however the following suggestions may be of interest:-



IQM Self-Evaluation Report



- Voice-responsive word processing programmes such as Dragon Dictate or portable electronic reading devices (hand-held scanners) such as Intel or the Reading Pen might be worth exploring for children who have specific learning difficulties. Specialist companies such as Iansyst Limited (Fen House, Fen Road, Chesterton, Cambridge CB4 1UN – Tel: 01223 420 101 or www.iansyst.co.uk/contact) may be able to advise.

Element 3 - Learning Attitudes, Values and Personal Development

Strengths:-

- At Streatham Wells Primary there are clear policies and procedures relating to behaviour and bullying, as part of the safeguarding ethos. The way that pupils interact with each other and with their teachers and assistants is outstanding. Staff members, from the highest level, model the ways in which they feel human beings should treat each other, and the children respond positively with behaviour that is very good indeed, both inside and outside of the building.
- Streatham Wells children are encouraged to be self-motivated and self-determined. In September 2016 the school will be taking part in a trial run of the Peter Jones, 'Young Tycoon Challenge'. Children were able to discuss why being self-determined is a valuable part of their education.
- On the day of her visit the IQM assessor was present at the last of the regular celebratory assemblies for the academic year 2015-16. A significant number of children were given a head teacher handshake and a certificate to recognise 100% attendance, and others were awarded bronze, silver and gold medals for sporting achievements: "We recognise children who have overcome obstacles, those who have worked really hard, and those who are kind to other children." On an extraordinarily hot day this was a respectful and well-controlled group of young people, who applauded their friends' successes with real enthusiasm.
- During the assembly one young person, perhaps distressed as a response to the crowded room, was gently supported by the school SENDCo. No other child made a fuss or turned around, perhaps as a result of the recent introduction of 'mindfulness' to the curriculum.
- The children at Streatham Wells are very appreciative of the work of their teachers and assistants: "They do really good activities and learning games that get you to be good at all the things that you're not good at ... Sometimes if we think we can't do things, we try, and then we find we *can* do things ... In Year 6 we have a week of PGL. We're disciplined, but we still have fun!"
- Staff members celebrate the fact that their school provides a broad curriculum that balances academics with more creative activities. The school has been involved in Shakespeare in Schools and has been so successful that they were invited to perform in Poet's Corner, Westminster Abbey: "There is so much pressure on results, but we know that we must also focus on things that children enjoy."

Suggestions for Development:-

In terms of learner attitudes, values and personal development the school already has development plans in place regarding the encouragement of early aspirations through workshops with parents and past pupils, an increase of the number of clubs that those eligible for pupil premium may attend, and the inclusion of the 'pupil voice' in a review of effectiveness of interventions and provisions. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded and there are no additional suggestions for future development.

Element 4 - Learner Progress and the Impact on Learning

Strengths:-

- At Streatham Wells there is a clear understanding that a child's progress must be tracked in order for personalised interventions to impact and enable an individual to make his or her potential. Learners who are either potential high-achievers or vulnerable to failure for some reason are identified as soon as possible after they enter the school. Streatham Wells uses School Pupil Tracker Online as software that the senior leadership team believe offers a rigorous approach to support the identification and monitoring of, and planning for, the individual child: "We assess then work out where a child's at. We ask parents to become involved, then we're off!"
- Teachers and their assistants set realistic targets, monitoring and planning on a regular basis. School data shows that the school's efforts in school interventions are successfully enabling children to make good progress and there are development-plan priorities relating to initiatives that senior leaders feel will extend the possibilities for the future.
- A number of interventions are available, covering a variety of identified areas including difficulty with speech and language, literacy and numeracy. The head teacher has an absolute belief in the importance of beginning interventions as soon as possible, identifying children even before they begin attending the Nursery class. She feels that in particular the language screening has enabled the school to go straight to a child's starting point, and that good relationships with parents, enabling the school to have 'the special toilet seat in place, or the favourite activity ready', enables a child to settle quickly.
- The school employs a solutions-focussed coach who meets with both parents and children as necessary, 'looking at their strengths and seeing what their particular issues are', helping individuals to tap into their own resources without trying to impose solutions.
- A significant percentage of Streatham Wells pupils arrive with levels lower than those expected in the London Borough of Lambeth, but the majority leave in Year 6 with levels higher than the Lambeth average. Eighty-five percent of the children with special educational needs are making 3 points progress or more.

Suggestions for Development:-

In terms of learner progress and impact on learning, the school already has priority development plans in place related to the continued development of assessment and improvements of academic outcomes, especially those of identified vulnerable groups. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded, however the following suggestion may be of interest:-



IQM Self-Evaluation Report



- The Brilliant Club (www.thebrilliantclub.org) is a non-profit organisation that describes itself as existing 'to widen access to top universities for outstanding pupils from non-selective state schools'. The organisation places doctoral and postdoctoral researchers from universities including Oxford and Cambridge, in non-selective state schools serving low participation communities, delivering programmes to small groups of outstanding pupils and developing aspirations from Key Stage 2.

Element 5 - Learning and Teaching

Strengths:-

- A number of staff members have worked at Streatham Wells for more than ten years and are highly appreciative of the school atmosphere. One teaching assistant is just retiring after 42 years' service, and Bob the SENDCo has been at the school for twenty years. Staff that stay this long provide a school with community continuity. They only do it if they feel comfortable, valuable and valued.
- At Streatham Wells the head teacher is clear that quality-first teaching can only be delivered by skilled staff members. She is proud of her school and her staff body and openly says "I love it here!"
- At Streatham Wells school trips are seen as being part of the learning experience for children, some of whom rarely travel away from the locality. In Year 5 there is a one-night trip to a nearby venue with easy access to home if necessary, and in Year 6 a week-long 'bonding' trip is made in September. All children are encouraged to take part in these residential experiences and very special provision is put in place to enable any with disabilities to join in with their friends: "We start our planning a year and a half ahead of time. It is about inclusion."
- About 35% of Streatham Wells pupils are vulnerable to academic failure and are eligible to receive Pupil Premium funding. Next year in Year 6 the children will be offered an early morning opportunity to receive more personalized group teaching for one hour twice per week. It is innovative ideas such as this that really seem to be supporting pupil success.
- Before there was a government scheme to develop 'Singapore Maths' in the UK, Streatham Wells staff had already been trained in this 'concrete/pictorial/abstract' methodology.
- At Streatham Wells there is a real understanding of how important an enriched curriculum is. In Years 3 and 4 all children have the opportunity to learn to play three different musical instruments and NFL provides free coaching in American Football: It's just giving opportunities."

Suggestions for Development:-

In terms of learning and teaching the school already has development plans in place related to teaching across the school to be graded as outstanding; this to include classroom practice, children's progress/attainment, book scrutiny, planning and pupil voice. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded however the following may be of interest:-

- The London Academy for Music and Dramatic Arts (LAMDA) has graded individual and group examinations in various practical disciplines of oral communication, public speaking and performance, which can be used to support the development of



IQM Self-Evaluation Report



confidence and self-esteem, also reading aloud for adults. There are even graded examinations for the EYFS or for children with significant levels of SEN, where the basic level consists of talking about a favourite object to a LAMDA assessor whilst supported by a 'friendly adult'. Feedback is given and certificates awarded within an atmosphere of celebration of individual achievement. High-level LAMDA grades taken as teenagers equate to a GCSE certification, and young people and adults are able to work toward the LAMDA Teacher's Certificate.

Element 6 - Parents, Carers and Guardians

Strengths:-

- The practice of regularly meeting and greeting parents is valued very highly indeed. One parent talked to the IQM assessor about how well his children were doing within the nurturing atmosphere of the school, and about how he felt parental involvement was supporting that: “We were encouraged to get involved with the school, involved with the Parent Teacher Association ... I was concerned about something and I went in, all worried – The teacher explained it, and I was fine.”
- Outcomes of the most recent parent questionnaire records are delightfully positive comments from an overwhelming majority of parents. There is an obviously warm relationship between teaching staff and pupils’ parents, who comment very favourably on teacher and assistant skills and on the way they feel their children have been enabled to learn.
- Parents are highly involved in the regular activities of the school and those who came to meet the IQM assessor included one father who had become so involved in ‘The Fast Club’, an eight week parenting-skills course, that he has now trained as a course facilitator: “It builds social capital for people, building bridges between school, parents, and the local community ... Singing, playing and eating together ... Play is the most important thing you can do with your child. The Fast Club is universal, it’s for *any* family. We are such a varied group of people.
- One parent who came to meet the IQM assessor said that her son “*enjoys* school. He *loves* it.” He has an older sibling at a different school, who commented after a visit to Streatham Wells, “Your school is *weird!* It’s so friendly.”
- Another wonderfully cheerful parent who is also a teacher, described Streatham Wells as ‘lovely’ and said that she was glad she was able to be a regular volunteer because the school had really helped both her son and her family: “He’s made so much progress. He’s like a different child. He’s so involved with what’s happening.” This parent organises a regular cooking activity that the children really enjoy and that enables them to compete in local cooking competitions. She stresses that she teaches the children to make ‘real food, not baby food’ and that she feels this is a valuable contribution to the education offered by the school.

Suggestions for Development:-

In terms of parents, carers and guardians the school already has development plans in place regarding the involvement of an increased number of parents involved in the school through such activities as their use of online resources, inclusion in whole school project days, skill-sharing with groups of children, and aspiration workshops. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded.

Element 7 - Governing Body and Management, External Accountability and Support

Strengths:-

- During her assessment the IQM assessor was able to meet Bridget, the Chair of the governing body. The assessor is very grateful to the Chair for giving up a considerable amount of her time.
- Bridget has been a governor for three years and the Chair for a year. She began her relationship working on behalf of the school as an active member of the Parent Teacher Association, "I found it to be so open and friendly and welcoming. The more I became involved, the more I *wanted* to be involved, and to contribute.
- The governing body is absolutely committed to supporting the school senior leadership team of their school, and is proud of the innovative changes the head has introduced since her appointment. The Chair is clear that everyone being on a first-name basis only adds to the inclusivity of the school: "The children are taught to respect and accept and celebrate *everybody*."
- At Streatham Wells Primary School there is a stable board of governors who take on board their responsibilities in terms of understanding the role that the school curriculum plays: "The curriculum Committee meets six times per year ... We're helping to shape the new curriculum – These children will grow up, not seeing children that are different, as different."
- The governor with responsibility for special educational needs and disability has a background in education and meets with the SENDCo on a regular basis to review planning, data etc, and then report back to the Curriculum Committee and full governing body.
- There are regular visits to Streatham Wells from local authority and other agency professionals, including a solutions-focussed coach, who is extremely complimentary about how she feels the school's child-centred approach enables each pupil's personality, characteristics and competencies to be respected: "The primacy is of the child in the school. They try to fit everything to the child rather than the child to the school – It's very label-free!"
- The health authority speech and language therapist works to support staff at Streatham Wells so that they are trained to work on interventions with children assessed as needing one of a variety of different language interventions, including Colourful Semantics.

Suggestions for Development:-

In terms of the governing body and management, external accountability and support, the school already has plans in place regarding 'critical friend' governor visits and the continued development of a self-reflective approach to practice. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded.

Element 8 - The School in the Community

Strengths:-

- Streatham Wells Primary School regularly offers opportunities to families and the extended community that will bring them into school. Educational and social events are attended by staff members, governors, parents, families, and other people from the locality and are covered by the local press.
- Representatives of other organisations come into school, including the school nurse, the Dog's Trust, the NSPCC, volunteer readers, and a local building firm.
- The Winter and Summer Fairs are advertised locally and attended by staff members, pupils, families, and other local people. Parents and staff work hard to ensure that these events are a huge success.
- Adult sports classes for local residents take place on the school premises, including Zumba and Yoga. Cycle training sessions are held on the playground and there are annual community quiz nights, multicultural evenings and a variety of before and after school activities.
- The school uses class trips to go out into the wider community to support the curriculum and also the development of independence for the individual child. School teams take part in sporting league events and there are visits to secondary schools to watch plays and concerts or to use art or design and technology equipment, purposeful visits to shops and the post office, the Herne Hill Velodrome, and the local swimming pool, pottery centre, botanical gardens, and places of worship.
- Carol singing is taken into the community by the school choir and next year there are plans that may involve community gardening.
- The SENDCo and subject specialists attend regular cluster meetings and transition meetings etc with other schools. Sports and music specialists are peripatetic.

Suggestions for Development:-

In terms of the school in the community the school already has plans in place regarding extending opportunities to become involved in community projects; continuing to offer support for families through established sessions, classes, links with other agencies etc; and the engagement of families from a variety of ethnicities to share their cultural heritage with the children. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded. The following is merely a suggestion that may be of interest:-

- In recent years some schools followed 'ASSET' OCR-accredited modular courses in many home-languages (speaking, listening, reading and/or writing), with both pupils and their families. These courses were particularly useful for celebrating the skills of



IQM Self-Evaluation Report



children and adults recently arrived in the UK, allowing parents to model excellent learning behaviour for their children. Unfortunately, the full range of ASSET courses is no longer available. Instead the OCR website (www.ocr.org.uk) contains a downloadable document (Asset Languages Alternative Qualifications) with a list of other bodies providing similar training in a large range of community languages. This is not as convenient as it was when everything was managed by the same body, but it is still extremely useful and it might be interesting to consider whether parents and children could study together at Streatham Wells Primary School, possibly taught by members of the community.